



SHAW
UNIVERSITY

Strides to Excellence. Who not the best?

Shaw University

Undergraduate Catalog 2002-2005



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THE TABLE OF CONTENTS

	<u>Page Number</u>
General Information	2
Admissions	7
Transfer Policy	10
The Center for Alternative Programs of Education (CAPE)	11
2002-2003 Expense Sheet	12
Financial Aid	14
Student Status	19
Registration	20
Course Credit	22
Advanced Placement	24
Special Programs	25
Academic Assessment and Achievement Center (AAA)	25
Ethics and Values	25
American Humanities	25
Honors Program	26
Mentoring Program	28
Comprehensive Freshmen Year Program	28
Writing Across the Curriculum Program	29
Standards of Academic Progress	31
Withdrawal From the University	33
Class Attendance Policy	34
Graduation	36
The Courses of Study	39
The University Core Curriculum	39
Transfer Credits for Current Shaw Students	41
Major Defined	41
College of Arts and Sciences	43
Department of Humanities	44
Department of Mass Communication	57
Department of Natural Sciences and Mathematics	62
Department of Religion & Philosophy	87
Department of Social Sciences	95

Department of Visual and Performing Arts.....	127
Military Science Department (ROTC).....	141
College of Graduate and Professional Studies	151
Department of Allied Health Professions	153
Department of Business and Public Administration	175
Department of Computer and Information Sciences	185
Department of Education ⁵	193
Student Life.....	219
Shaw University: A Living/Learning Community	220
Student Organizations.....	224
University Traditions.....	226
Main Campus Map	228
Academic Departments	229
Personnel	231
2002-2005 Academic Calendar	239

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GENERAL INFORMATION

ACCREDITATION

The Shaw University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (1866 Southern Lane, Decatur, Georgia 30033-4097: Telephone Number 404-679-4501) to award the associate degree, the bachelor degree, and the master's degree.

AFFILIATIONS AND MEMBERSHIPS

Southern Association of Colleges and Schools
Association of Theological Schools
North Carolina Department of Public Instruction
Association of American Colleges
National Council For Accreditation of Teacher Education
American Council on Education
National Association of Colleges and Universities
North Carolina Association of Colleges and Universities
National Association of Independent Colleges and Universities
National Alliance of Business College/Business Cluster Programs
North Carolina Association of Independent Colleges and Universities
The College Fund/UNCF, Incorporated
Council for the Advancement and Support of Education
Cooperating Raleigh Colleges
National Association of Student Financial Aid Administrators
Southern Association of Student Financial Aid Administrators
North Carolina Association of Student Financial Aid Administrators
National Association for Equal Opportunity in Higher Education
National Association of College and University Business Officers
Southern Association of College and University Business Officers
National Association for the Exchange of Industrial Resources
Greater Raleigh Chamber of Commerce
The College Board
Council for Advisory/Support of Education
The Carolinas Association of Collegiate Registrars and Admissions Officers
National Association of College Deans, Registrars and Admissions Officers
National Association for Foreign Student Affairs
American-Mideast Educational and Training Services, Inc.
Central Intercollegiate Athletic Association
National Collegiate Athletic Association
The Association of Higher Education Facilities Managers
Commission on Accreditation of Allied Health Education Programs
American Kinesiotherapy Association
National Academy of Preprofessional Programs in Communication Sciences and Disorders
The Council on Undergraduate Research

MISSION STATEMENT

Shaw University, founded in 1865, is the oldest historically black college of the south. Shaw is a private, coeducational, liberal arts university affiliated with the Baptist Church. The University awards degrees at the undergraduate and graduate levels.

Shaw University is committed to providing educational opportunities for a diverse population who otherwise might not have the opportunity for education.

The primary mission of the University is teaching, with the commitment to maintain excellence in research and academic programs that foster intellectual enhancement and technological skills. Additionally, the University stresses character development, which includes religious, cultural, social, and ethical values. Ultimately, Shaw University endeavors to graduate students with demonstrated competencies in their chosen fields of study.

HISTORICAL PERSPECTIVE

On December 1, 1865, when Henry Martin Tupper undertook the organization of a theology class as a means of teaching Freedmen to read and interpret the Bible, no one envisioned the end result of this being the establishment of a university. Rapid growth in the size of this class led to the purchase of land in 1866 for the purpose of erecting a building to serve as both church and school. The school was named the "Raleigh Institute," and it functioned as such until 1870, when it was supplanted by the "Shaw Collegiate Institute." In 1875, it was incorporated as the "Shaw University," which name it still bears, with the charter specifying that students were to be admitted without regard to race, creed, or sex. The school does not bear the name of its founder but of Elijah Shaw, the benefactor who provided funds for the first building, Shaw Hall, erected in 1871.

The coeducational emphasis of the institution was noted with the erection of the Estey Seminary (1873), the first dormitory in the United States for "Black Women." Named for its primary benefactor, Jacob Estey, the building was used as a residence hall for women until 1968 and for men from 1968 to 1970. The building is listed in the National Register of Historic Places and now serves as a cultural center for the Raleigh community.

The University graduated its first college class in 1878, its first class of medical doctors in 1886, awarded its first law degree in 1890, and its first pharmacy degree in 1893. In 1909, the Normal Department was supplanted by an Education Department, and in 1910, the Preparatory Department became a four-year academy. The professional schools were closed in 1918, but the college, theological department, and academy were continued, the latter existing until 1926. The theological department became a theological seminary in 1933 and continued as part of the University until 1976, when it became an independent institution. Since 1921, Shaw has functioned primarily as a liberal arts college, although it has retained its name as a university.

In 1931, the University elected its first Black president, Dr. William Stuart Nelson, who was president from 1931 to 1936. In 1963, the University elected its first president who is an alumnus of the school, Dr. James E. Cheek. He remained president from December 1963 through June 1969. Dr. Talbert O. Shaw, the current President of Shaw University, has led the institution in its "strides to excellence" since 1987. He and Shaw University was the subject of a

March 1994 cover article in *The Chronicle of Higher Education*, this country's most important journal on colleges and universities. The article focuses on the University's recent history, remarking on the great strides it has made and the momentum it has developed.

ETHICS AND VALUES: SHAW UNIVERSITY'S ACADEMIC THRUST

(The following 1993 essay published by President Talbert O. Shaw gives insight into Shaw University as an institution that honors tradition in innovative ways.)

* * * * *

Free, functioning, and orderly societies, generally, are held together by commonly accepted values, designed for the good of individuals as well as the community. In these societies, value-laden themes prevail such as justice, discipline, honesty, courage, responsibility, pursuit of excellence, truth, respect for life and limb, and concern for others.

When its traditional value system breaks down, a society becomes chaotic, unable to function, and creates a "numbness" of social conscience resulting in a loss of personal integrity and concern for each other. Social problems emerge producing numerous patterns of antisocial behavior. This chaotic state generally develops when crucial social institutions -- the family, church, and academic institution -- fail in preserving the best of their moral traditions. In other words, when society forgets its once great ideals and separates from its traditional values, decline and decay seem unavoidable.

Such conditions create a crisis of belief accompanied by social conflicts and lack of respect for accepted norms. The documented breakdown of morality in American society testifies to a crisis of belief regarding what is good, right, or appropriate. There is a clear lack of agreement regarding what is better or worse in human conduct. Doubt, turmoil, and despair abound.

Who does not (except the few beneficiaries) condemn the recent S & L embezzlement of hardworking Americans' savings? Who does not despair at the drug-ridden culture that is enveloping us all? Who does not bemoan the tragic loss of respect for life and limb? Where is there significant social concern for the welfare of our children? Why do numerous Americans live without adequate health care caused by escalating costs in the richest country on the globe with the best-trained doctors and the most highly equipped medical facilities? Why does racism and prejudice continue to influence the delivery of justice in the treatment of ethnic minorities?

Again, a number of our leading institutions -- whether economic, political, scientific, religious, or educational -- must share the responsibility for this crisis in belief and values. America has returned to the worst of its past, the rugged frontier individualism where every individual represented a barrier of personal gains, and the gun was the ultimate symbol of authority.

Universities and colleges must shoulder a significant part of the burden for the present crisis in values. The ultimate goal of education is the development of character which will enable citizens to function productively and morally in pursuit of the common good. As inheritors of the classical tradition, we have forgotten or abandoned Aristotle's ideal of the good citizen, that political animal habituated to be ethical. And one becomes ethical by behaving ethically. Virtue is acquired by practicing virtuous behavior.

I contend that American universities and colleges have contributed significantly to the crisis of values and the breakdown of personal and social morality. Perhaps contributing to this is the overwhelming academic emphasis on science and technology and the minimizing of the humanities. Federal funding of science which is significantly higher than support of the humanities reinforces this contention. And, of course, this under-emphasis of the humanities moves from the university into public life, often lacking social concern and deeply committed to selfish ends.

The rapidly changing American culture further intensifies this crisis, for confusion increases when change takes place without a guiding vision or ideal. Curricular changes in educational institutions over the past century have replaced value studies and humanities courses with those largely of a vocational or professional/practical nature.

Accordingly, studies in moral philosophy have disappeared. Warren Bryan Martin in an essay, "History, Morality and the Modern University," states that the university cannot function any more than society without history and morality. He further states that whereas, earlier, the chapel and the library symbolized the essential point on which the university turned, such as the spiritual and the intellectual, "now on most campuses, the chapel seems to be more like a burnt-out volcano. It may once have been at the center, full of light and heat if not fire and smoke."

Consequently, a steady stream of graduates departs our universities technically sophisticated, but devoid of any real concern for traditional values, of individual and moral responsibility, of caring for others, of honor and integrity, of tolerance and mutual respect, of individual fulfillment within a framework of shared values. (Martin)

Shaw University is committed to correct this moral void. We will do so with a values agenda, a curriculum with value-laden themes, themes that focus on developing the whole student. It will be a curriculum designed to cultivate the intellectual, spiritual, and the practical potentials of students. Society needs inner-directed souls who are able to draw on the best in human nature to shape a world in quest of the common good. Already, our world is full of outer-directed leaders; technocrats largely lacking the sensitivity of and the commitment to commonly accepted norms necessary for a just society.

Shaw University's present curriculum contains framework for its new thrust in teaching ethics and values. Every Shaw student earns credits from a liberal arts core including courses in the humanities, the social and natural sciences, the arts, and, of course, in his/her major discipline. The academic thrust, for which Shaw intends to be unique in the academic world, involves the infusion of ethics and values courses through the curriculum. Thus, freshmen, sophomores, juniors, and seniors will take courses on values during their entire academic life at Shaw University. Students who want to study ethics within a liberal arts framework will come to Shaw where fact and value combine, where theory and practice come together, where the relationship between classroom and the world of work is made clear.

Within this framework, ethical insights from the performing and visual arts will be consciously utilized and emphasized, for the arts tend to be a sensitive indicator of the prevailing characteristics of an age, and the restless movement of the human spirit. Throughout recorded

history, from the sad compassion of oriental art, through the ages of Greek mythology, Hebrew symbolisms, Afro-centric realism, medieval romanticism, and modern impressionism, great literature and drama have distinguished between good and evil, right and wrong, beauty and ugliness. Art, through dance, paintings, sculpture, and mystical symbolisms, portrays the confusion and conflicts of the day. The artist does not only portray what is, but as a philosopher, envisions what ought to be.

Shaw University will implement this academic thrust by educating students to be leaders, mentally sophisticated, spiritually sensitive, and morally committed to help build a better world, where (utilizing a biblical metaphor) the lion and the lamb can lie down together, where there is unity in diversity, and the strong and the weak share the common good. Such an ideal is achieved only by unwavering character, and the ultimate aim of education is the development of character.

Talbert O. Shaw, Ph.D.
The 12th President
Shaw University

ADMISSIONS

Applying As A First Time Freshman

Requirements for admission to Shaw University are established by the faculty and reviewed by the administration, with minimum standards subject to the approval of the Board of Trustees or its Executive Committee. The minimum standards are as follows:

1. A high school diploma or General Education Development (GED) certificate;
2. The following distribution of high school units:

English	3 units
Mathematics	2 units
Natural Sciences	2 units
Social Sciences	2 units
Electives*	9 units
3. And a minimum of a 2.0 grade point average overall, unless recommendations or other evidence indicates the student's college potential.

**Electives should be in English, foreign languages, mathematics, natural sciences, or social sciences.*

4. Home schooled students may be admitted to Shaw University on the following conditions:
 - a. Attended a home school authorized and supervised under a state agency;
 - b. Shaw University application and non-refundable \$25 check or money order;
 - c. Official copy of passed GED;
 - d. Official copy of national standardized test –ACT or SAT I and SAT II taken by applicant;
 - e. Copy of home school transcript; and
 - f. Shaw University medical form, recommendation forms, immunization and medical records, Free Application for Federal Student Aid (FAFSA) and proof of residency – North Carolina.

The University administration and faculty, who have jurisdiction over the admissions process, require that the Office of Admissions considers such factors as an applicant's grades or GED test scores, class rank, standardized test scores, pattern of courses completed, educational objectives, school and personal recommendations, record of past conduct, or personal records when making its admissions decisions. SAT or ACT test results are required for placement and academic advisement purposes. Entering freshman who have not taken either of these tests will be required to do so during their first semester of enrollment.

Persons who seek admission to the University must submit the following:

1. Shaw University application
2. Nonrefundable application fee of \$25 by check or money order;
3. Shaw Medical Form, including physician's signature; *
4. Current immunization record.*

5. SAT or ACT scores;
6. Free Application for Federal Student Aid (FAFSA);
7. Official copy of high school transcript or GED certificate;
8. Official copies of transcripts from all institutions attended after high school (transfer students only); and
9. Recommendation form.

Necessary forms can be obtained by writing to the Admissions Office, Shaw University, 118 East South Street, Raleigh, NC 27601. Admissions materials should be sent to the same address.

Admission to the University is contingent upon verification of the applicant's graduation from high school and receipt of transcripts showing the applicant's satisfactory performance in any courses completed after applying for admission. Submission of false, distorted, or incomplete statements on or with the admissions application or submission of fraudulent residence affidavits may result in denial of classes, loss of tuition and fees paid, exclusion or dismissal, and/or loss of future registration privileges.

Each year Shaw University admits a limited number of students who may not fully meet the institution's regular admissions criteria but whose overall profile suggests academic promise.

**Applicants who wish to enroll in the Center for Alternative Programs of Education (CAPE) are not required to submit medical items.*

EARLY ADMISSION

Early admission as full-time college freshmen may be granted to high school juniors who meet the following criteria:

1. Enrollment in the college/academic track in high school and completion of the junior year with a minimum cumulative grade point average (GPA) of 3.5 in academic subjects or enrollment in the college/academic track in high school and completion of the junior year with a minimum cumulative GPA of 3.5 and a minimum cumulative GPA of 3.0 in academic subjects. Note: The following are considered academic subjects: college-preparatory English, algebra, geometry, algebra/trigonometry, biology, chemistry, physical science (with at least one laboratory), social science, and humanities.
2. Submission of letters of recommendation from a counselor and two teachers addressing academic and social maturity.
3. Submission of a letter from the principal acknowledging recognition of early admission in lieu of the senior year.
4. Submission of a letter of approval from the parents/guardians. Students enrolled under the early admissions policy are required to submit the same documents as regular admits. However, all documents and letters must be received before admission can be granted. These include the final transcript after completion of the junior year. Notification will not be given until after July 1, immediately preceding the fall entry date.

INTERNATIONAL STUDENT ADMISSION

All prospective international students must make application to the Admissions Office. The following forms must be returned in a timely manner:

1. Notarized International Student Application (\$40.00 Fee)
2. High School and College Transcripts;
3. Notarized Affidavit of Financial Support;
4. Housing Reservation Card;
5. Student Data Form;
6. Medical Form;
7. Immunization Records;
8. College Work-Study Application;
9. Conduct Code Form;
10. Residency Affidavit; and
11. Acceptance Form.

The enrollment of international students is not complete until all of the above are returned.

Foreign students who are issued an I-20 document by Shaw University must report to the University within the time specified.

ADMISSION TO THE TEACHER EDUCATION PROGRAM

Admission to the Teacher Education Program is distinct from admission to the University. Students planning to pursue a teacher preparation program at Shaw University must meet certain specified admissions criteria -- and, be formally admitted to -- the Teacher Education program. In addition to regular, degree-seeking students, the Teacher Education Department also formally admits "certification-only students", i.e. those who are adding on a certificate or those who already hold a degree and are seeking initial certification. For admissions to the Teacher Education program, students must contact the Chairperson of the Education Department.

READMISSION

Any student who has previously attended Shaw University but was not in attendance during the prior semester or who withdrew from the University before completing the prior semester is required to file an application for readmission with the Office of Admissions.

In cases where an applicant was granted admission but found it impracticable or impossible to attend, the applicant need only write a letter giving the date desired to report for registration to the Office of Admissions and request reinstatement of the application.

A student who has been academically dismissed from the University may reapply after one full semester. A student who formally withdrew may apply for readmission prior to the beginning of the next scheduled semester or summer session.

APPLYING AS A TRANSFER STUDENT

A transfer student is defined as one who has 12 or more transferable hours from a regionally accredited institution. Transfer applicants are required to provide to the Office of Admissions all official transcripts of credits earned from postsecondary schools.

It is the student's responsibility to request that all transcripts and other records be forwarded to the Office of Admissions. Copies of all postsecondary transcripts should be received prior to enrollment. Transcripts received after mid-semester of the first semester of enrollment may not be processed for advanced standing. Transfer credits accepted for credit toward a Shaw University degree, must be completed at an institution that is, accredited as degree-granting, by a postsecondary regional accrediting commission, at the time the course work was completed. Exceptions may be allowed at the discretion of the University. Transfer credit is given only for courses in which the student earned a final grade of "C" or above. To earn a Shaw degree, students transferring from accredited senior colleges 1.) may transfer no more than 90 credit hours; 2.) are required to complete successfully at least 30 semester hours or one academic year of study at Shaw University. Students transferring from a two-year institution 1.) may transfer no more than 70 credit hours; 2.) are required to complete at least 30 semester hours for the associate degree and at least 50 semester hours for the baccalaureate degree, at Shaw University.

Transfer students who are applicants for admission should have their transcripts sent directly to the Director of Admissions. The Director of Admissions sends the official copy of all college or university transcripts to the Director or Records and Registration. Copies are then prepared and sent to the respective department chairs for evaluation.

Only those credits shown as accepted for transfer will appear on the Shaw University transcript. In spite of the number of credit hours transferred or transferable, the student will be held responsible for satisfactory completion of all courses that are required in his/her major area for the associate or baccalaureate degree.

Transcripts from colleges and universities that are on the quarter system will be calculated to show value in semester hours. A quarter hour of academic credit is equivalent to two-thirds of a semester hour. This means that a course that carries four-quarter hours would equate to two and two-thirds semester hours, or a course carrying five-quarter hours would equate to three and one-third semester hours, and so forth. This also means that in at least some cases, two courses from a quarter system would be required to fully satisfy equivalency in semester hours.

THE CENTER FOR ALTERNATIVE PROGRAMS OF EDUCATION (CAPE)

CAPE means:

C - enter
for
A - lternative
P - rograms
of
E - ducation

The University delivers its educational program beyond the confines of the residential college community through eight (8) extramural sites in North Carolina at:

- | | | |
|--------------|-----------------|----------------|
| 1. Ahoskie | 4. Fayetteville | 7. Rocky Mount |
| 2. Asheville | 5. High Point | 8. Wilmington |
| 3. Durham | 6. Kannapolis | |

CAPE is planned and delivered as a response to the current needs of potential students for whom many existing traditional undergraduate programs are too limited, too prescribed, inflexible, and inadaptible to the life conditions of mature working adults. It provides innovative educational delivery systems for many self-directed, highly motivated persons who are otherwise unable to attend institutions of higher education. CAPE is designed specifically for the mature learner who has demonstrated a deep interest, strong desire, and clear vocational choice and who has expressed a need to participate in an alternative form of education. It offers educational opportunities to those who, because of job or family situations, military service obligations, or unsatisfactory choices of offerings, have been unable to attend institutions of higher education.

CAPE students are admitted to the university via the main campus Admissions office the same as all other regular main campus students. All applications for admission must be sent to the Admissions Office along with the official transcript or GED for evaluation. Students may not attend class nor can they be registered in anyway, prior to being officially admitted to the university.

FINANCIAL INFORMATION

University Fees

The University Board of Trustees establishes tuition and fees annually. Considerable effort is made to keep increases at a minimum. Students enrolled in laboratory courses, military science, art, or applied courses may be assessed an additional fee to cover the cost of materials, individual instruction, or equipment required for the course.

Fees for dropping/adding/withdrawing of courses, late registration, delayed/delinquent exams or duplicate I.D. cards must be paid at the time of the transaction. All students living on campus will be charged a telephone fee of \$100 and a mailbox fee of \$12.50 per semester. These fees must be paid in advance and will not be added to the student's account.

2002-2003 EXPENSE SHEET

<u>Description</u>	<u>Amount per session</u>
Full-Time Tuition (12 to 17.5 hrs.)	\$ 3,780.00
*Per Semester-Hour Charge	\$ 315.00
Room Fee	\$ 1,188.00
Board Fee	\$ 1,556.00
Administrative Fee	\$ 362.00
Insurance Fee	\$ 130.00
Health Center Fee	\$ 54.00
Technology Fee	\$ 123.00
Damage Fee (Refundable)	\$ 100.00
Key Deposit Fee (Refundable)	\$ 20.00
Student Teaching Fee	\$ 110.00
Applied Music Fee	\$ 25.00
Bowling Fee	\$ 16.00
Swimming Fee	\$ 40.00
Drop Fee	\$ 6.00
Add Fee	\$ 6.00
Duplicate I.D.	\$ 10.00
Late Penalty Fee	\$ 25.00
Late Registration Fee:	
First Day	\$ 30.00
Each Subsequent Day	\$ 6.00

**Additional charges for semester hours above 17.5. (Note: The one-hour academic credit for Band, Choir and Shaw Players is an exception).*

TOTAL COST

	Per Semester	Per Year
On Campus	\$ 7,193.00	\$14,386.00
Off Campus	\$ 4,449.00	\$ 8,898.00
Off Campus sites (CAPE)	\$ 4,265.00	\$ 8,530.00

(The above fees are subject to change.)

Payment of Fees

In order to complete registration, students must be prepared to satisfy all tuition and fees through either direct payment or financial aid. Cash, certified or cashier's check, money order or credit card (MasterCard or Visa) is required for direct payment.

Certified/cashier's checks or money orders should be made payable to Shaw University. All payments sent by mail should include the student's name and social security number. **PERSONAL CHECKS ARE NOT ACCEPTED.**

All students are advised that the first payments received by the University will be applied to their accounts. ***Refunds will be processed only after obligations to the University have been satisfied.***

Payments for books and supplies should be made separately from tuition and fees. Each student should be prepared to purchase textbooks and necessary supplies at the beginning of each semester. The average cost of books for a full-time student is \$400 per semester. However, this may vary depending upon the course of study. The University cannot advance or lend money to students for textbook purchases.

Refunds

Before requesting a refund, students should be sure that sufficient funds are available for the next semester. The University computes its charges on a semester basis. Consequently, if the University receives money from a one-time scholarship or loan source (for example, Guaranteed Student Loan) such funds will be applied, in full, against the semester in which it is received. This may create a credit balance for the semester.

1.) Financial Aid Refunds

In the determination of a student's financial package, the University takes into consideration any funds that are available to cover the cost of the student's education, including funds made available for student assistance by a third party in the form of tuition assistance, scholarships, or payment on the student's behalf.

The student is obligated to advise the University of any funds available to him or her, of which the student has knowledge. The student must report any scholarship, grant, work, stipend, or change in financial condition that is not specifically listed on the award notification, for possible revision of the aid award.

When the University receives funds to cover the student's cost of education, the amount of any award made to the student from University funds shall be reduced, if the combined total to the student from University funds and the additional funds received exceeds the student's educational cost at Shaw.

Students who have overpayments (credit balances) as a result of federal financial aid **do not need to request a refund.** These **refunds** will be **processed automatically.**

Note: *The University does not make refunds that result from a University Grant-in-Aid (UGA), a University Grant-in-Athletic-Aid (UGAA), and/or a University scholarship award. There is also no refund of fees for students who withdraw from the University as a result of suspension or dismissal.*

2.) Other Refunds

A student is eligible for a refund after all charges have been posted to the student's account. Refunds are shown as credits on the student's account, unless the student requests a check for the amount of the refund. *Students who are due a refund because of direct overpayment or as a result of a reduction in course load must request that refund.* Refund requests should be addressed to the Student Accounts Office, Tyler Hall. *Refunds are processed after the last day of the drop/add period.* The processing may take two to four weeks.

Billing

The University sends statements to students who have an outstanding balance or who have had activity on their accounts during the statement period. The statements are sent to the student at his/her permanent address.

Students are responsible for advising the University of a change of address. This may be done at the Registrar's Office or by clicking on the student profile tab of the web registration module.

Questions pertaining to bills should be directed to Student Accounts, Tyler Hall, (919) 546-8228.

Delinquent Accounts

The University will not issue a degree, transcript, or grade report to any student who has a delinquent account. A student with a delinquent account will not be readmitted to the University until all unpaid balances are paid.

Past due accounts are referred to a collection agency and may negatively impact the student's credit record. Each past due account may also be charged an additional amount, which shall approximate the administrative cost incurred in collecting the past due amount, in addition to any attorney fees and reasonable collection costs incurred for collection of the past-due amount.

FINANCIAL AID

Financial aid at Shaw University consists of scholarships, grants, loans, and jobs awarded singly or in the form of a "package" to meet a student's financial need. The factor of need is considered for all forms of financial assistance. The financial aid program is designed to provide financial assistance to qualified and deserving students who, without it, would not be able to attend or remain in school.

A student must be enrolled as at least a half-time matriculated student and must be in good academic standing to be eligible for financial assistance. However, certain programs require a student to maintain a full-time status.

Financial aid is awarded for one-year only, upon reapplication and continued eligibility. The priority deadline for applying for Shaw University administrated financial aid is March 1 for the ensuing academic year.

An entering student must be accepted for admission before receiving an award letter regarding financial aid. An award notification for applicants who have met the March 1 priority deadline is normally mailed to the applicant by June 1.

Questions pertaining to financial aid should be directed to the Financial Aid Office, Tyler Hall (919) 546-8303 or (800) 475-6190.

Sources of Financial Aid

Financial assistance is provided through any one or a combination of the following:

Federal Perkins Loans (formerly the National Direct/Defense Student Loan-NDSL). The Federal Perkins Loan is a federal loan administered by the University to provide long-term, low-interest (5%) loan funds for educational expenses to students with "exceptional financial need." Under this program, students may borrow up to \$3,000 per year to finance their educational expenses. The total amount borrowed cannot exceed \$15,000 for undergraduate students. Repayment begins nine months after graduation or after the student ceases to be enrolled on at least a half-time basis.

Federal Direct Stafford Loan (formerly the Guaranteed Student Loan Program-GSL). The Federal Direct Stafford Loan is a low-interest loan made to eligible students by the U.S. Department of Education. This loan is made for the purpose of helping a student meet his/her educational expense. Interest is deferred on the principal of the loan during the student's enrollment period. Students who demonstrate need may borrow up to \$2,625 a year as first-year students, \$3,500 a year as second-year students, and \$5,500 a year after the completion of the first two years of undergraduate study. Repayment begins six-months after graduation, or after the student ceases to be enrolled on at least a half-time basis.

Federal Direct Parent Loans for Undergraduate Students (PLUS). PLUS loans are for parents of dependent students enrolled in college. These loans provide additional funds for educational expenses. Borrowers begin repayment of principal and interest at a variable interest rate within 60 days of the receipt of the loan funds, unless they are eligible for a deferment. Parents of dependent students may borrow up to the student's cost of attendance minus any financial aid received.

Federal Direct Unsubsidized Federal Stafford Loans. These are Stafford Loans that are not based on need. The borrower is responsible for paying the interest during in-school and deferment periods. However, the borrower may defer the interest while enrolled. The loan limits are the same as the Federal Direct Stafford Loan for dependent students. This loan provides additional funds for educational expenses. Borrowers begin repayment of principal and interest within 60 days of the receipt of the loan funds. Self-supporting students may borrow up to \$4,000 per year as first- and second-year undergraduates and \$5,000 per year as third- and fourth-year undergraduates (not to exceed the cost of attendance minus any other financial aid), to help meet educational expenses.

Federal Pell Grants. These grants are available to students who are attending college on a full- or part-time basis. They are based on a federal formula that measures the ability of students' families to meet their educational expenses. An application for a Pell Grant must be submitted for the academic year for which the student is applying. The Free Application for Federal Student Aid (FAFSA) may be obtained from institutions of postsecondary education, high schools, public libraries, and other easily accessible locations. A Student Aid Report (SAR) should be received within four to six weeks. The SAR is sent to the student's home address and should be forwarded to the Office of Financial Aid.

Federal Supplemental Educational Opportunity Grant Program (FSEOG). FSEOG awards are made to the students with greatest need, with priority given to students who receive a Pell Grant. The grant ranges from \$250 to \$2,500 per academic year, depending upon the student's need and the availability of funds.

North Carolina State Contractual Scholarship Fund (NCSCSF). This grant is funded by the State Legislature especially for private institutions and is limited to North Carolina residents who demonstrate exceptional need.

North Carolina Student Incentive Grant (NCSIG). This grant is offered to legal residents of North Carolina who are full-time students with demonstrated financial need. Funds are awarded in amounts up to \$1,500 per year. The program is administered by the State of North Carolina through College Foundation, Inc. Students may apply by using the same need analysis forms as they use for other federal and state aid. A copy of the Free Application for Federal Student Aid (FAFSA) must be processed by March 1 of the year in which the student is applying for the grant.

North Carolina Legislative Tuition Grant (NCLTG). This grant is offered by the State Legislature especially for private institutions and is limited to full-time students who are residents of North Carolina.

Federal Work-Study (FWS). The Work-study program provides part-time employment to eligible students who are enrolled. Students earn at least the minimum wage. Work-study gives students a chance to earn money to help meet their educational expenses. Students are employed on campus by a variety of departments and offices, with the typical student working approximately 8 to 12 hours per week.

University Work Aid (UWA). UWA is funded by the institution to assist a limited number of students with employment. It is an institutional program similar to the Federal Work-Study program. The difference is that institutional, not federal, funds are used to finance the program. This is a need based program that is limited by the availability of resources.

Scholarships and University Grants-in-Aid. Merit scholarships are awarded to students who are recommended by their high schools and who achieve satisfactory SAT scores. The scholarships vary in amount and are renewable each year provided the student maintains high scholastic achievement. The University also provides a limited number of University Grants-in-Aid (UGA) for students whose circumstances indicate special consideration should be given. Other scholarships are awarded according to criteria set by each donor.

Transfer Students and Financial Aid

- 1.) In order to be considered for aid, transfer students must submit a Financial Aid Transcript (FAT) from their most recently attended postsecondary school, college, or university.
- 2.) Students transferring after only one semester at another institution are still eligible for the Pell Grant. Shaw University will not make a final decision on the aid package until the FAT and Student Aid Report (SAR) are received. All copies of the report must be sent to the Office of Financial Aid. The Financial Aid Office will determine the award amount of Pell Grant the

student is eligible to receive, and will send an award letter indicating all of the aid that is available to the student.

Financial Aid Satisfactory Academic Progress Policy

To be eligible to receive Student Financial Aid, a student must make satisfactory academic progress. Shaw University, as required by federal regulations, must define and enforce minimum standards for satisfactory academic progress.

Students receiving financial aid at Shaw University must enroll in courses leading toward a degree. Standards by which a student will be evaluated include progress in increments of hours completed (quantitative), cumulative grade point average and percentage of courses completed (qualitative). This policy is established to encourage students to successfully complete courses for which financial aid is received. Students who are not successfully completing appropriate courses will not be considered to be making satisfactory academic progress.

Full-time (12-hours) undergraduates pursuing a four-year course of study are allowed to attempt up to 180 semester hours in order to receive financial aid. If a student earns more than 180 semester hours, the eligibility for financial aid will be exhausted. This includes transfer hours.

FINANCIAL AID RETENTION TABLE (Undergraduates)		
Attempted Hours	Minimum Cumulative GPA	% of Attempted Hours that Must be Earned Each Semester
0- 26		50% or more
27 – 52		50% or more
53 – 78	2.0	50% or more
79 – 104	2.0	50% or more
105 – 130	2.0	50% or more
131 – 180	2.0	50% or more
180+	Eligibility Exhausted	Eligibility Exhausted

* The Office of Student Financial Aid monitors the GPA measure at junior level and above.

Withdrawals, Incompletes, and Repeats

Withdrawals, incompletes, and repeats will not be exempt from the calculation of semesters in attendance. Students will be required to complete the number of credits as outlined in the above chart.

Termination of Financial Aid Eligibility

Continuing students applying for financial aid will be evaluated at least once each academic year (normally at the end of the spring semester) to determine if they have met the university's

standards of satisfactory academic progress for financial aid eligibility and if they have exceeded the permitted number of attempted hours. Students who fail to attain either 1) the minimum required cumulative GPA or 2) the minimum required number of earned hours are considered to be making unsatisfactory progress and will be ineligible to receive financial aid funds. The first time a student fails to meet the satisfactory progress standard, he or she receives a notice from the school, and is put on academic probation for two terms or payment periods. The student can receive aid during these periods, but is not allowed to enroll for more than twelve hours. If the student does not meet the satisfactory progress standard at the end of the probationary term, he or she loses eligibility for any subsequent payments, until he or she meets the satisfactory progress standards again. Students on probation will be monitored every semester for improvement and with the terms of their probation. Students who fail to meet the requirements in the table above by the end of their satisfactory academic progress probation period will lose eligibility for all financial aid programs.

Reinstatement of Financial Aid Eligibility

Financial aid applicants whose financial aid has been suspended may regain eligibility once they meet the minimum requirements. A reinstatement of eligibility, however, does not necessarily guarantee that the student will be awarded financial aid for the following semester. Awards are made on the basis of several factors in addition to satisfactory academic progress, including the availability of funds, individual program requirements, and financial need.

Appeal of Eligibility Termination

Students whose financial aid has been terminated because of failure to meet the standards of satisfactory academic progress may make a formal appeal of that decision. Circumstances which may be considered in this appeal include the following: death in the student's immediate family, medical emergencies, accidents, personal tragedy, or other documented circumstances beyond the student's control which prevented him/her from meeting the minimum standards.

Appeals of eligibility termination are not permitted from students who have exceeded the maximum number of attempted hours, including transfer hours.

Appeal Procedures

To appeal the termination of financial aid eligibility, a student must follow the procedures outlined below.

1. A request must be submitted by the student, in writing, to the Director of Financial Aid within ten (10) working days of receipt of denial/cancellation of financial aid on the basis of unsatisfactory academic progress.
2. The circumstances that prevented satisfactory academic progress must be clearly stated and documented.
3. The request must include documentation to support the exceptional circumstances. Examples of acceptable documentation include, but are not limited to: death certificates, statements from physician(s), clergy, or other verifiable information.
4. The Financial Aid Office will review the appeal and determine if a financial aid award is justified. The student will receive a letter indicating approval or denial of the appeal.

STUDENT STATUS

Classification of Students

Students are classified according to the number of earned semester hours of credit.

<u>Earned semester hours</u>	<u>Classification</u>
1-29	freshman
30-59	sophomore
60-89	junior
90 and above	senior

Veterans as Students

Shaw University is on the list of approved institutions that can provide education under the Department of Veterans Affairs Benefits Program. Shaw University offers VA programs to qualifying applicants attending the main campus in Raleigh, as well as all the CAPE centers.

A counselor for veterans is located in the Office of Records and Registration to provide information and assistance to students who are eligible for VA benefits under existing policies and guidelines of the Department of Veterans Affairs and the State Approving Agency in North Carolina. Students who receive or are planning to receive VA benefits should notify the counselor of intent to register changes in program or any other interruption or change of status. Students receiving VA benefits are also required to submit a completed semi-monthly class attendance report throughout active enrollment. Those who fail to comply will be decertified.

Veterans cannot be certified for payment for internships or audited courses. Although veterans normally cannot be certified for payment for independent study, payment may be authorized if the veteran is a senior and the course is required for graduation.

Special Students

A student may enroll at Shaw University with no intention of earning a degree. Such applicants seek admission as special students and are so classified once enrolled. Special students have many valid reasons for enrolling -- self-satisfaction, personal improvement, preparing for teacher certification, satisfying prerequisites for graduate work -- to name a few.

Special students are not eligible for federal financial assistance or the North Carolina Legislative Tuition Grant.

Special students who apply for regular admission and become matriculating students are held responsible for the curriculum requirements (of their respective majors) under which they are officially admitted.

REGISTRATION

Official registration is required for each semester and summer session. Students must be officially registered in order to receive credit for a course(s). Therefore, the student must complete registration procedures, including satisfactory arrangement of payment for fees by cash, financial aid, or other means in accordance with University policy and procedures.

A full-time student is one who is enrolled for at least 12 credit hours. A student enrolled for 18 or more hours must secure approval from the Department Chairperson and Vice President for Academic Affairs.

Academic Advisement

Students are assigned to a faculty advisor to ensure accurate advisement during matriculation. Faculty advisors are encouraged to meet with their student advisees at least twice per semester, either in person or electronically.

Students are required to complete a schedule of classes for the ensuing semester with their academic advisors. To ensure that students meet with their advisors, they must obtain their PIN numbers from their advisors to access the web in order to register for classes. The intent is to ensure that students receive good academic advisement, take courses in the correct sequence, and maintain approved course loads. Students who do not complete registration prior to the deadline are fined a late registration fee.

Eligibility For Registration

Eligibility for registration is determined by the following categories:

New Student – Upon receipt of a letter of admission, the new student is eligible for registration on the stated days of registration.

Re-admitted Student – A student previously registered in the University who was not registered during the preceding semester must apply for and be granted readmission by the appropriate office before being eligible for registration.

Continuing Student – A student registered in the immediately preceding semester or the summer session preceding the Fall semester is eligible to register, assuming good standing and enrollment in a continuing program.

Completion of Registration - Registration is not complete until financial obligations have been fulfilled. Attendance in class is not permitted until registration has been completed.

Changes In Registration (Add/Drop/Withdrawal)

Any change in a student's registration must have the official approval of the Director of Records and Registration, and the student's advisor. Changes in registration can normally occur only within the prescribed dates shown on the academic calendar. Exceptions must receive special permission from the Vice President for Academic Affairs. A student may drop/add a course electronically, during the prescribed period. However, after the drop/add period, a student cannot change his/her schedule electronically. To change a schedule after the drop/add period, a student must obtain written approval through use of a registration transaction form. A student can only withdraw from a course after the drop/add period; they cannot add a course. If a

student withdraws from a course, they will receive a grade of “W.” A student cannot withdraw from all courses using this procedure. To withdraw from all courses a student must withdraw from the university using that procedure.

Interinstitutional Registration - CRC

Interinstitutional registration among Cooperating Raleigh Colleges (CRC) must be approved by the faculty advisor, the Department Chair and the Vice President for Academic Affairs. The student is required to meet registration requirements and to follow procedures being used at Shaw University and the college to be visited. Credit for courses taken at CRC institutions is processed and posted for Shaw University students the same as for courses taken in residence. Official registration at the home institution is required for a student to be eligible to participate in the program.

Student Status

For the purpose of defining student status, undergraduates taking 12 or more credit hours are considered to be full-time students. All other undergraduates are considered to be part-time.

Buckley Amendment

The University policy for the administration of student educational records is in accordance with the provisions of the Family Educational Rights and Privacy Act of 1974 (P.L. 93-380). Personally identifiable information contained in student educational records will not be disclosed to persons outside the University without the prior consent of the student. Under this policy, the student also has the right of access to student educational records maintained by the University or any department within the University. A copy of the University policy dealing with the privacy of student educational records is maintained in the Office of Records and Registration.

COURSE CREDIT

Course credit at Shaw University is expressed in terms of semester hours. The semester hour is the unit of instruction used in computing the amount of work required for graduation. One semester hour is equivalent to 15-18 lecture/recitation hours (of 50-minute periods) of instruction. In co-curricular activities, such as the Shaw Band, the University Chorale, or the Shaw Players, one semester hour is earned for participation. Other laboratory-type courses or experiences for credit usually require four hours of work per week and earn 4 credit hours during a semester. “Semester hour,” “academic credit,” “credit hour,” and “credit” are used synonymously to measure academic course work at Shaw University. Credit is not allowed for courses taken that substantially duplicate courses already completed, or for courses for which the student is not officially registered.

Credit For Special Educational Experience

Credit for life experience, military experience, military schools, and similar educational experience is awarded on the basis of recommendations of the American Council of Education and approval of the Vice President for Academic Affairs.

Credit By Examination

Shaw University recognizes the College Level Examination Program (CLEP), Departmental Examinations, Credit-by Exemption Examination, College Entrance Examination Board (CEEB), Defense Act For Non-Traditional Education Support (DANTES), Advanced Placement Programs, and the Shaw University Portfolio of Life Experiences. These programs permit the qualified student to earn, by examination, up to a combined maximum of 60 semester hours (not including the final 30 semester hours, which must be taken in residence).

Students must file for these examinations within two weeks after the scheduled closing date for registration within that same semester. Applications must be approved by the Department Chair and submitted to the Vice President for Academic Affairs for final action. Credit by Examination is authorized in all areas, but it is the prerogative of the departmental faculty to exclude specific courses that are demonstrably unsuited for credit by examination.

Credits earned through Credit by Examination are not used in the computation of a student's grade point average (GPA), which means that final grades may be “S” or “U”.

For additional information on procedures, fees, and courses exempted by examination, consult the Office of Records and Registration.

Repeating A Course

A student cannot receive credit twice for the same course that is repeated. If a course is repeated in which credit hours are earned, the student's permanent record will be adjusted by subtracting the hours of the lower grade from the total hours earned. Credit hours will then be recorded only for the higher grade. Students are responsible for notifying the Office of Records and Registration, via the appropriate space on the registration form, regarding which course is being repeated. Only the new grade/quality points will be used to factor the resulting cumulative GPA.

The previous grade, e.g. “F” (0), will be deleted as a factor and the new grade, e.g. “B” (3), will be used - thus increasing the cumulative GPA.

A	=	4 points	C	=	2 points
B	=	3 points	D	=	1 point
F	=	No Credit (0)			

GPA is determined by multiplying the number of credit hours a course yields by the grade point value of the letter grade received, and dividing the total number of semester hours attempted (minus those courses repeated) into the total number of grade points earned. For instance, the student receiving the grades shown in the following example has a GPA of 2.53.

Psychology	(3 hrs)	A (4 pts.)	12 quality points (3 x 4)
Math	(3 hrs)	B (3 pts.)	9 quality points (3 x 3)
Humanities	(3 hrs)	D (1 pt.)	3 quality points (3 x 1)
Tennis	(1 hr)	B (3 pts.)	3 quality points (1 x 3)
Biology	(3 hrs)	C (3 pts.)	6 quality points (3 x 2)
Total	13 hrs		33 quality points
GPA 2.53	(33 quality points divided by 13 hours)		

Independent Study

Independent Study is restricted to juniors and seniors and is to be used only when particular courses are needed to meet graduation requirements. Courses taken through Independent Study must have the approval of the Chairperson of Department in which the student is enrolled as a major, and the approval of the Vice President for Academic Affairs. No student may take more than six semester hours through Independent Study. Veterans cannot be certified for payment for Independent Study.

Course Waivers or Substitutions

Recommendations to waive a course requirement or to substitute one course for another must be sent to the Vice President for Academic Affairs for final action. Students may substitute no more than two courses in a program. Substitutions must contribute educational value to the program in which the student is enrolled and be judged to contribute toward the student's primary objective. The authorization to waive or substitute a requirement does not reduce the total hours required for a degree. The student is still held responsible for the total aggregate of hours shown in the curriculum outline.

Auditing a Course

A person who has been admitted to the University may be registered, with the permission of the instructor, as an auditor in a class (no academic credit). An auditor is not required to take an active part in class activities or to pass examinations. A student who takes a course as an auditor may not repeat it later for credit. Tuition is charged at the prevailing rate.

Students who audit a course submit no daily work, take no examinations or quizzes, and receive no credit for the course. The instructor is not required to give a final grade or final evaluation of the student's progress.

Formal application must be processed prior to the student's entering a class for audit. The student applies for admission to the class by writing to the instructor; after receiving the approval of the instructor and the Vice President for Academic Affairs, the student presents such approval to the University Cashier with the required payment. The Cashier validates the request and provides a copy for the Director of Records and Registration.

ADVANCED ACADEMIC PLACEMENT

Shaw University participates in the College Board's Advanced Placement Program. Students who earn advanced credit in high school based on exam scores and criteria submitted by the College Board are accepted by the University -- and, count towards satisfying both core curriculum (General Education) and Departmental Degree requirements -- consistent with published institutional policy.

SPECIAL PROGRAMS OF THE UNIVERSITY

ACADEMIC ASSESSMENT AND ACHIEVEMENT CENTER (AAA)

Shaw University provides a comprehensive academic support system for all of its students. The Academic Assessment and Achievement Center (“Triple A”) is a support program that is designed to help students achieve their educational goals and employment aspirations. The program offers reinforcement, developmental and tutorial assistance in English composition, mathematics, science, and the humanities. This support program also includes academic counseling services and a professional staff that supports the academic programs of the University.

Placement into the “Triple A” (AAA) Center is determined by the student’s academic record, placement examinations, referrals, and student choice. Students who experience difficulty in their courses are encouraged to seek assistance from the Center. To determine the enrollees for the program, University structured competency tests of computational and verbal skills are administered to entering freshmen as part of their academic orientation. The physical setting of the Center supports the philosophy that some students, such as those enrolled in the AAA Center, can better reach their academic and vocational potentials if their learning experiences are carefully planned to reinforce class instruction in a more relaxed, yet serious environment than that of the traditional classroom setting. The curriculum is based upon the status of the students’ learning experiences or needs, language and behavioral patterns, self-image and employability. Other courses for tutorial assistance are added in response to the students’ needs and demands.

THE ETHICS AND VALUES PROGRAM

The University President, Dr. Talbert O. Shaw, contends that the “ultimate goal of education is the development of character which will enable citizens to function productively and morally in pursuit of the common good.” Hence, three courses in “ethics and values” are infused into the core of the University curriculum, in order to encourage students to embrace these moral principles and incorporate them into their own conceptions of individual and social responsibility in a diverse society. As discussed in “Course Descriptions” of the Department of Religion and Philosophy, these courses are:

- | | |
|--|----------|
| • Ethics 100, Foundations of Knowledge and Ethics | 3 |
| (which includes a weekly assembly, Ethics 000, Ethics Seminar) | |
| • Ethics 200, Ethical Concepts and Issues | 3 |
| • Ethics 300, Professional Ethics | <u>3</u> |

Total Semester Hours:	9
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In addition to these courses, students, faculty and staff, and the general public are encouraged to participate in the ethics and values seminars and other aspects of Religious Life, as directed by the Dean of the Chapel. These programs include the “Bessie Boyd-Holman Lecture Series” and the Annual Religious Emphasis Week Observance.

THE AMERICAN HUMANICS PROGRAM

The American Humanics Certification in Nonprofit Management is a program of Shaw University and an affiliate of American Humanics, Inc. (AH), which is a strategic national alliance of colleges, universities, nonprofits, and collaborating professional organizations. This “degree enhancement and service” program is flexible in its ability to embrace diverse academic disciplines of students and multiple needs of nonprofit communities. More specifically, in addition to a baccalaureate degree, the coursework for certification includes at least 180 contact hours in “foundation” (philanthropic structures, communication skills, and employability preparation) and “professional development” (board/committee development, fundraising principles and practices, and human resources development and supervision) in youth, family and human services nonprofit management. Along with an annual “Management Institute”, retreats, a student service club, and professional development seminars, the program provides students with experiential learning via volunteer community service (200 contact hours) and supervised internship (480 contact hours) in nonprofit organizations.

Required Courses

Six categories of courses are recommended to fulfill the academic requirements and competencies. They are:

1. Management and Human Resources (3 credit hours)
2. Youth and Human Development (3 credit hours)
3. Accounting and Budgeting (3 credit hours)
4. Communications and Public Relations (3 credit hours)
5. Program Planning and Evaluation (3 credit hours)
6. Fund Raising and Grant Writing (non-credit seminars)

American Humanics Co-Curricular Requirements include the following learning experiences: (1) Active participation in American Humanics Student Association (AHSA), (2) Field trips to area youth, community, and human service organizations, (3) Professional development workshops and seminars, (4) an Annual Fall Retreat and (5) Annual Recognition Dinner, (6) Volunteer or Paid Service in a nonprofit organization, (7) Supervised internship; (8) Attendance at one annual American Humanics Management Institute (AHMI).

A more complete description of the course requirements for the American Humanics Program is included in the Graduation Requirements section of this catalog.

HONORS PROGRAM

The Shaw University Honors Program is a cross discipline, comprehensive program designed to enhance the overall academic preparation for scholastically talented students. The program offers special honors sections for selected courses, external learning experiences, and a variety of educational enrichment opportunities. Students will work closely with an excellent core Honors faculty that will lead them through their educational journey. The program components include a pre-matriculation session, a weekly honors colloquium, a creative or research project, which leads to an undergraduate thesis, community and university service involvement, internships, conferences and field trips. The students must complete the honors core curriculum requirements and participate in all facets of the program.

Admission Requirements:

Entering freshmen must meet the following selection criteria:

- Minimum **1000 SAT** score/**22-23 ACT** score
- Minimum **3.5 GPA**
- Top 10% of graduating class
- Completion of an application packet that includes:
 1. Two essays (to be determined by the Honors Council)
 2. Two letters of recommendation (at least one from an instructor)
 3. Official record of courses taken (transcript)Students should have completed:
 - 4 units of Mathematics (Algebra, Geometry, Algebra II, Advanced Math/Trigonometry)
 - 3 units of English
 - 3 units of Natural Sciences
- 4. Evidence of extracurricular activity involvement
- Interview with members of the Honors Council

Maintenance Requirements

Students must maintain at least a 3.3 GPA to continue in the Honors Program and cannot receive any grade lower than a “C”. Students must exhibit good moral and ethical judgment and participate in all facets of the Honors Program. Failure to adhere to these requirements will place the student in a probationary status for one (1) semester and may result in dismissal from the program.

Honors Core Requirements

Pre-matriculation session (2 weeks)

HON 100	Pathways to Excellence: An introduction to Honors	4
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Honors Program Core Curriculum Requirements

Credits

CSC201/CIS 230	Introduction to Programming	3
*ENG 112	College Composition and Argument	3
*ENG 113	College Composition and Research	3
ENG 314	African American Literature	3
FRS 111	Freshman Studies	0.5
FRS 112	Freshman Studies	0.5
ETH 000	Ethics Seminar	0
ETH 100	Foundations of Knowledge	3
ETH 200	Concepts and Issues	3
ETH 300	Professional Ethics	3
EVR 200	Elementary Statistics	3
HIS 203	African American History	3

HON 101	Honors Colloquium	1
HON 102	Honors Colloquium	1
HON 201	Honors Colloquium	1
HON 202	Honors Colloquium	1
HPE 111	Personal Health and Safety	1
HPE 112	Fundamental Motor Skills	1
HUM 200	Introduction to Humanities	3
INT 205	Multiculturalism and Globalization	3
MAT 199	Functions and Applications	4
COM 210	Public Speaking	3
MDS 360	Special Topics in Liberal Studies	3
PHI 255	Logic and Thinking	3
	Honors Science	4

** This requirement may vary depending on English placement test.*

MENTORING PROGRAM

Since 1993, Shaw University has implemented a mentoring program that focuses on helping students adjust to college life. The program, called “STRIDERS,” is a support system that connects student participants (protégés) with a faculty or staff member. Together, they can discuss problems and concerns, rejoice in success, and attend sociocultural activities.

The acronym, “STRIDERS,” stands for “Scholars Teamed with Role Models and other Individuals Determined to Educate and Retain Students.” Faculty and staff who serve as mentors are volunteers dedicated to provide nurturing guidance and support.

Activities and experiences that STRIDERS offers include:

- Individual Interactions With Mentors
- Lecture Series
- Museum and other Field Trips
- Picnics
- Plays and Musicals
- Concerts
- Receptions
- Worship Services

COMPREHENSIVE FRESHMEN STUDIES PROGRAM

As part of the University’s emphasis on ethics, values, and character building, worship at the Thomas J. Boyd Chapel is designed to strengthen the spiritual dimension of character development throughout the campus community. It is with this in mind, that the administration strongly encourages students, staff and faculty attendance of the weekly Cultural and Spiritual Enrichment Seminar (CASES) and also participation in other freshmen studies program activities. Attendance of CASES by freshmen and first year students is not only encouraged but is mandated by University policy.

The Shaw University Freshmen Studies Program is a comprehensive program designed to facilitate one’s ability to cope with life, and to make a positive impact upon society. The goals of the Freshmen Studies program are: (1) to introduce entering freshman to the University, such

that transition to the college environment will become a positive experience, (2) to make appropriate adjustments, choices and challenges related to the intellectual, emotional and aesthetic components of student life, (3) to assist students in developing academically, culturally and socially and, (4) to experience academic success at the University.

Program activities include planned instruction, counseling, instruction and advisement on time management, cultural refinement, technology use and literacy, social development, study habits; discipline. The Cultural and Spiritual Enrichment Seminar (CASES), which meets weekly on Sunday evenings at 6:00 p.m. is mandatory with the exception of holidays. CASES is a graduation requirement. Attendance is taken at every service. Freshmen are entitled to three (3) unexcused absences each semester. Excused absences must be obtained from the office of student affairs and forwarded to the office of the freshmen coordinator. After three unauthorized absences the individual will have to attend CASES for another full semester. The program begins the semester that you come in and one semester thereafter for a total of one (1) year.

Men must wear a dark blazer and gray slacks, white shirt and burgundy tie. Young women must wear a dark blazer, skirt, or dress, or dress slacks. No jeans, tee shirts, shorts, spaghetti straps or overly casual attire may be worn to CASES.

All first year Raleigh day students, whether living on or off campus and all transfer students are required to attend CASES. Students who have not fulfilled all requirements for the Freshmen Studies Program:

- * Will not be certified for graduation
- * Will not be allowed to run for an elected office
- * Will not be allowed to serve as a Student Development Counselor (SDC) nor a Residence Advisor (RA)
- * Will not be allowed to pledge social fraternities or sororities

In addition to mandatory CASES, there are several other mandatory activities throughout the school year. Among these are the following: The Martin Luther King, Jr. Program in January, Religious Emphasis Week in February, University Awards Day in April, Fall Convocation in September, The Bessie Boyd-Holman Lecture Series in Ethics and Values in October, Founders Day/Homecoming Convocation in November. Etiquette Seminar and other cultural activities that will be announced.

The Freshmen Studies Program is intended to be a positive experience and most importantly, it promotes ***“Strides to Excellence: Why Not The Best?”***

WRITING ACROSS THE CURRICULUM (WAC) PROGRAM

As an educational reform movement, Writing Across the Curriculum dates back over thirty years. Students improve as writers through practice, particularly when they are provided with instruction and guidance while they are working on pieces of writing within the context of a specific discipline.

What is a “writing intensive” course?

Students write more in these courses than in others. In WI courses, writing assignments are not merely “added on” to other course requirements, but are rather tools to enhance teaching and learning.

Requirements for the Program:

All undergraduate students admitted to Shaw University (beginning Spring 2002) will be required to complete a total of eight WI designated courses. The WI courses are as follows: ENG 112, ENG 113, four WI designated courses in the university core, and two designated WI courses in the major. The four university core courses are ETH 300, INT 115, MCO 210 and SOC 115. WI courses in the major are determined by the department and may vary from semester to semester. All WI classes should be clearly indicated in the schedule of classes and on the course syllabus. The number of WI courses required for transfer and returning students depends upon the courses transferred or previously completed at Shaw University.

WAC Requirement for ENG 112 & ENG 113

Since the requirements for ENG 112 & ENG 113 normally emphasize academic writing (i.e., employing tasks that include research papers, essays in various modes, summaries, abstracts, and reports), the WAC requirement is to emphasize more writing. Students should write a minimum of 25 to 30 pages in these courses (assignments may take many forms and include a mix of formal and informal writing).

Requirements for WI Sections of the University Core Courses

Each WI section of a core course will include writing assignments totaling approximately 1500 words (i.e., 6 pages) of edited writing which will be evaluated for content, form, style, correctness, and overall writing proficiency and which will provide students an opportunity for revision and improvement.

Requirements for WI Courses in the Major

Any course in a major program may be designated WI by the unit offering the course. Each WI designated course in the major will require at least 4500 words (i.e., a combined total of 18 double-spaced pages), at least half of which will be evaluated formally and all of which will count as part of the student's performance in the course. Assignments may take many forms and include a mix of formal (e.g., a number of short papers evaluated in both draft and final form, a long assignment broken into smaller parts, thus allowing for multiple drafts, feedback, and revisions) and informal writing (e.g., journals, logs, and short responses to lectures).

STANDARDS OF ACADEMIC PROGRESS

The final grades for the completion of courses at Shaw University are as follows:

- A Excellent, or 4.00 grade points per semester hour of credit
- B Above average, or 3.00 grade points per semester hour of credit
- C Average, or 2.00 grade points per semester hour of credit
- D Fair, or 1.00 grade point per semester hour of credit
- F Failing (0.00 computed in the cumulative average)
- I Incomplete (nonpunitive, that is, not computed in the cumulative average)
- W Withdrew (nonpunitive, that is, not computed in the cumulative average)

S or U

Satisfactory or Unsatisfactory (nonpunitive) may be given on exams for credit by exemption, advanced placement, and the like but may not be given for required courses.

Required courses in the major in which the student earned a final grade of “D” or “F” must be repeated. In all such cases, only the improved grades are counted and calculated into the student’s semester and/or cumulative grade point average.

The Grade Of “Incomplete”

The Incomplete (“I”) grade is given as a final grade but not as a permanent grade. The “I” is assigned when the student, as a result of illness, an unusual or mitigating situation or some other acceptable circumstance beyond the student’s control, has not completed the work of the course, provided the student is otherwise passing.

All Incompletes must be removed by the end of the next semester in which the student is enrolled -- except by approved extension of time. If the Incomplete is not removed within one calendar year, the un-removed “I” converts to a grade of “F”. The deadline for the removal of Incompletes is announced in the academic calendar, for the convenience of faculty members and students.

The Incomplete is a nonpunitive grade that is not included in the computation of semester and cumulative averages. A special form for the removal of Incomplete grades can be obtained from the Office of the Director of Records and Registration.

Policy On Nonpunitive Grades For Veterans

Nonpunitive grades are those that are not computed into a student’s grade point average (GPA). Grades of “I,” “W,” and “U” are nonpunitive grades. Veterans who are assigned these grades will have them reported to the Veterans Administration, and benefits that were paid for the pursuit of these courses in which nonpunitive grades were assigned are subject to recovery by the Department of Veteran Affairs.

Incomplete (“I”) grades, which are removed during the first two weeks of the following semester, are not reported to the Department of Veteran Affairs.

Good Academic Standing and Satisfactory Academic Progress

To be in good academic standing a student must maintain a cumulative grade point average of 2.0 or higher. At the end of each semester the records of all matriculated students are reviewed. If a student's cumulative GPA falls below 2.0, the student will be placed on academic probation. Subsequently, the student must demonstrate satisfactory academic progress toward a 2.0 cumulative grade point average.

As the university seeks to assist students in satisfactorily progressing toward completion of their degree requirements, students placed on probation will be permitted to register only if they present documentation, to their respective advisors, of ways of improving their academic status. Advisors can control such a requirement by withholding the PIN number to access the web registration module. Students on probation will be permitted to enroll in a maximum of twelve (12) credit hours in a semester, and six (6) credit hours in a summer term until they achieve good academic standing.

If a student achieves less than a 2.0 cumulative grade point average for four successive semesters, the student will be academically dismissed for one semester. Students who are academically dismissed may apply for readmission at the lapse of one semester following academic dismissal. Readmitted students will not be permitted to register unless they present documentation of developing plans with their respective advisors, for improving their GPAs.

Student receiving financial aid must follow the Satisfactory Academic Progress guidelines on page 17.

Appeal Procedure for Academic Dismissal

Students whose academic progress has been negatively impacted by special or unusual circumstances, may appeal to the Academic Standards Committee to seek exemption from the academic dismissal policy. Appeals must be made in writing and submitted to:

Chair, Academic Appeals Committee
C/O Office of the Vice President for Academic Affairs
Shaw University
Raleigh, NC 27601.

Students desiring an appeal must submit letters of appeal within a reasonable period of time, not to exceed 45 days of notification of dismissal.

Letters of appeal must address the following:

- 1) The special or unusual circumstances, with documentation, that contributed to the student's dismissal;
- 2) Actions that the student has taken to change the circumstances so that they will not continue to obtain less than good academic standing;
- 3) Specific steps the student will take to achieve good academic standing in the upcoming semester;
- 4) An address and phone number at which the student may be notified of the committee's decision.

WITHDRAWAL FROM THE UNIVERSITY

A withdrawal from the University is defined as leaving the University by dropping all classes after having paid registration fees. Students are allowed seven days to complete the withdrawal process after initiating the procedure in the Counseling Center; however, no withdrawal may be initiated after the last day of classes of any semester and must be completed before the beginning of the final examination period. Consult the Schedule of Classes for detailed instructions and deadlines. The Registrar's Office will determine the effective date of the withdrawal.

Process:

- 1) Obtain withdrawal form and signature from the Counseling Center. (Counseling Center will advise student regarding process.)
- 2) Obtain signature of Department Chair of declared major. Undeclared major should obtain signature of Academic Advisor.
- 3) Submit withdrawal form to the Registrar's Office for final processing.

The Registrar's Office will affix the official date of withdrawal and notify the faculty and administration of the student's effective withdrawal date. If adjustments are made to the student's charges and/or financial award, the student will be mailed an updated award letter and/or a copy of his or her current charges by the appropriate office.

Until the student completes these procedures, he or she is not officially withdrawn from the University and will be held responsible for all applicable fees and all academic requirements incurred during the semester. Students who withdraw from the University by mid-term will receive a "W" in all classes enrolled. Students who withdraw after mid-term will receive a "WF" or "WP" in each class depending on his or her academic status in the class.

* The completed form must be left with the Office of Records and Registration for proper distribution and filing. A student who discontinues attendance in a single course or leaves the University without withdrawing will receive a failing grade of "F" for each course the student failed to attend.

If withdrawal occurs prior to the first day of classes, a student may receive a 100% refund for the Fall and Spring Semesters for tuition, room and board, and miscellaneous fees. Other refunds are made as follows:

<u>Week</u>	<u>Percent Refunded</u>
1	80
2	60
3	40
4	20
5	0

The refund for the Summer Semester is 75% during the first week, with no refund after that.

A student may withdraw from the University until the last day of classes. Once registered for the semester, any student who chooses not to attend classes, for any reason, must officially inform the University. Withdrawal requires that the student give verbal or written notification to the Director of Counseling and complete the forms and conferences required.

CLASS ATTENDANCE POLICY

Class attendance is required for all Shaw University students. Each student is allowed as many unexcused absences per semester as the class meets per week. For example, in a three-credit-hour course, which meets three times per week, the student is allowed three unexcused absences per semester. Students are allowed two unexcused absences per semester for classes that meet twice per week. For classes that meet once per week, students are allowed only one unexcused absence.

Student Responsibility

Students are responsible for attending class on time and adhering to the University's Class Attendance Policy. Students are expected to attend all classes and not be absent without adequate cause. It is the responsibility of students to make-up, in a timely fashion, scheduled class work missed because of a class absence(s). Absence from unannounced quizzes, tests and other assignments may be made up at the discretion of the faculty member. Students who exceed the maximum number of absences may receive a failing grade for the course.

Faculty Responsibility

Faculty are required to notify all students of the University's class attendance policy and to enforce the policy. Each faculty member will explain the attendance requirements at the beginning of the semester and include these requirements in the course syllabus issued to students. Student absences will be reported to the Department Chairperson and Director of the Counseling Center. These report forms are available in the office of each Department Chairperson and Director of the Counseling Center.

Implementation Procedures

A listing of students representing the University on official business will generally be distributed to faculty by the Vice President for Student Affairs. This roster is an official excused absence for each student on the list. Students who obtain legitimate excuses for representing the University on official business will be afforded an opportunity to make up missed work without penalty.

Specifically:

- ⇒ Faculty will take class attendance each time that the class meets, maintain accurate attendance records on each student and remind students of the class attendance policy periodically.
- ⇒ Once students have received one less than the maximum number of unexcused absences, the faculty will inform the students of such and advise them of consequences of further absences.
- ⇒ If students continue to be absent from class, that is, accumulate a total of unexcused absences exceeding the number of class meetings per week, they may receive a grade of "F".

- ⇒ Excused absences will be provided in the case of sickness, death in the immediate family, participation in required school activities, and emergency situations as determined by the Department Chairperson, the Vice President for Student Affairs, or the University Nurse. In all of the above cases, proper documentation must be presented. Proper documentation includes a written statement from the appropriate health-care official(s), funeral director, agency representative, etc.
- ⇒ All requests for excused absences must be in the offices of the Vice President for Student Affairs, the University Nurse and/or the Department Chairperson office within 48 hours of the occasion necessitating the excuse.
- ⇒ Excuses required because of official University representation will be submitted for approval to the Vice President for Student Affairs by the staff person associated with the University activity.

Each Shaw University student is expected to strive for perfect (100%) class attendance. While perfect attendance alone does not guarantee academic success; non-class attendance ensures academic failure.

GENERAL GRADUATION REQUIREMENTS

Shaw University awards the Associate of Arts degree, the Bachelor of Arts degree and the Bachelor of Science degree. Candidates for the Associate of Arts degree must satisfactorily complete a minimum of 60 academic credits, which must include certain required courses from the University Core, Department Core and the student's major area(s). The Department of Religion and Philosophy affords students who were previously enrolled in continuing education courses through the Shaw Divinity School to matriculate as undergraduate students provided they have a high school diploma or the GED. These students may earn the appropriate Bachelor's degree. Upon graduation with a Bachelor's degree, these students may choose to pursue the Masters of Divinity degree (see the graduate catalog for specific details). Candidates for the bachelor's degree must satisfactorily complete a minimum of 120 academic credits, which must include all required courses of the University Core, Department Core and the student's major area(s). Also, candidate for the bachelor's degree must successfully complete competency examinations in English and Mathematics. A minimum cumulative grade point average (GPA), of 2.00 (or "C") must be met by each candidate for the associate and/or baccalaureate degree(s).

The student should file the required Application for Graduation with his/her academic advisor(s) during the semester prior to the semester of graduation. Deadlines are published in the Academic Calendar.

Each candidate is required to satisfactorily complete the final 30 semester hours, in residence at Shaw University, as an officially enrolled matriculant for the associate of arts or baccalaureate degree(s). Also they must successfully complete all required examinations, projects and assignments.

Students may set their own timetable for graduation by progressing at different paces. It is possible for a student to meet the requirements of a chosen major and accumulate the required credit hours and grade point average in less than four years, resulting in early graduation; or a student may take five or more years, resulting in late graduation.

GRADUATION WITH HONORS

Candidates for the Associate of Arts degree who have earned a cumulative grade point average of 3.50-4.00 will graduate with high honors. These candidates will not wear honor cords, but their diplomas may list their specific honors.

Bachelor's degrees with Latin honors are awarded to students who have earned 50 or more semester hours in residence at Shaw University, in accordance with the following scale:

3.75-4.00	summa cum laude
3.50-3.74	magna cum laude
3.25-3.49	cum laude

All hours attempted at Shaw University are included in the grade point computation for honors.

SECOND BACHELOR'S DEGREE

A student may receive a second baccalaureate degree provided that the student: (1) satisfies the requirements for the majors, the requirements of the University Core and the Departmental Core for the first and second degrees; and (2) satisfactorily completes at least 30 additional semester hours in residence (or a minimum total of 150 semester hours), as required in singular majors. Courses that are common to both majors are counted toward satisfying the requirements of both.

SPECIFIC GRADUATION REQUIREMENTS

THE UNIVERSITY CORE CURRICULUM

The Shaw University Core Curriculum represents the University's general education requirements. It places strong emphasis on the liberal arts and sciences. Its aim is to develop students with scientific and inquiring minds, students who can solve problems, clarify values, communicate effectively, appreciate the arts, and function within social institutions.

Courses in the University Core Curriculum include Freshmen Studies courses and selections from English, mathematics, the humanities, the natural sciences, and the social sciences. Specific course requirements vary somewhat for students majoring in education, business, mathematics, or the natural sciences. For further details, students majoring in these disciplines should consult the section on the relevant department in this catalog. The standard University Core Curriculum is listed below. (Additional information is provided under the respective COURSE DESCRIPTIONS). Enrollment in English composition and general mathematics courses is based on placement examinations.

Completion of the University Core Curriculum is generally required prior to concentration in a major field.

* * * * *

See page 90 for American Humanics Course Requirements.

University Core Curriculum Requirements		Credits
*BIO 111	Introduction to Biological Science	3
*CIS 101	Concepts of Computers	3
ENG 110	College English & Composition I	3
ENG 111	College English & Composition II	3
ENG 112	College Composition and Argument	3
ENG 113	College Composition and Research	3
ETH 000	Ethics Seminar	0
ETH 100	Foundations of Knowledge and Ethics	3
ETH 200	Ethical Concepts and Issues	3
ETH 300	Professional Ethics	3
HPE 111	Personal Health and Safety	1
HPE 112	Fundamental Motor Skills	1
HUM 200	Introduction to the Humanities	3
INT 115	Survey of World Civilizations	3
*MAT 110	Basic Math	3
*MAT 111	General Math I	3
*MAT 112	General Math II	3
COM 210	Public Speaking	3
FRS 111	Freshman Studies	0.5
FRS 112	Freshman Studies	0.5
***OSU 111	Introduction to Shaw University	1.0
*PHY 112	Introduction to Physical Science	3
SOC 115	Introduction to Social Science	3

****This requirement may vary for certain majors. If students place out of ENG 110 or MATH 110, they will not have to take those courses. *** For Transferred Students Only. Throughout this catalog OSU 111 replaces both FRS 111 and 112.***

NOTE: Each student is held responsible for the total content of the curriculum(s) existing at the time of admission, readmission, or change of major, except for returning students who were inactive from enrollment less than one academic year. A student may elect to change a major at any time, with approval of the student's advisor and the Vice President for Academic Affairs. If a student withdraws from the University and remains inactive from enrollment for one year, or changes academic major, the student automatically is held responsible for the curriculum (core and major requirements) existing at the time of readmission or change of major.

The policies, guidelines, and requirements stated in this catalog are effective immediately and apply without exception to each matriculant currently enrolled.

TRANSFER CREDITS FOR CURRENT SHAW STUDENTS

For a currently enrolled Shaw student to pursue courses of any type, at another institution, for transfer credit towards a Shaw degree, the student must obtain, in advance of registration for such course(s), written approval from his or her advisor, Department Chair, and the Vice President for Academic Affairs. Credits are processed and entered on the student's transcript showing course names, descriptive titles, and credit hours per course. Grades are not transferable and are not recorded nor computed in the student's grade point average (GPA).

Shaw University is a member of a five Cooperating Raleigh Colleges (CRC) consortium. This membership includes Meredith College, Peace College, Saint Augustine's College and North Carolina State University, through which the use of their respective facilities is coordinated. Each semester, students in approved programs leading to degrees in any one of these institutions have the opportunity to select and register for courses from the combined courses offered at CRC schools, provided the course is not offered at their home institution. This privilege is subject to the regulations of the school in which the student is currently enrolled. Even though credits earned in the CRC program are not considered to be transfer credits, written permission, on forms provided, is required in all cases prior to registration at a CRC institution. CRC course credits are recorded and computed the same as courses pursued at Shaw University.

MAJOR DEFINED

A major or subject of academic study chosen as a field of specialization is offered only through an academic department. Each major consists of 30 semester hours of credit. The credit hours or courses that constitute each major are determined by the faculty of the department and approved by the academic council.

In each major or degree program, the Department Chair will assign responsibility for program coordination and curricular development and review to a full-time faculty person who is academically qualified in the field. All majors are to be evaluated annually by the Department Chair and program review/curriculum committee for quality and need. The results of the evaluation, with appropriate recommendations, are to be submitted to the Vice President for Academic Affairs.

**College of Arts
and Sciences
Academic
Departments**

COLLEGE OF ARTS AND SCIENCES

Dr. Elvira Williams, *Dean*

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The College of Arts and Sciences has six undergraduate departments: the Department of Humanities, the Department of Mass Communications, the Department of Natural Sciences and Mathematics, the Department of Religion and Philosophy, the Department of Social Sciences, and the Department of Visual and Performing Arts.

The Department of Humanities offers two Bachelor of Science degrees. This degree is in English and Liberal Studies.

The Department of Mass Communications offers one Bachelor of Science degree. This degree is in Mass Communications.

The Department of Natural Sciences and Mathematics offers five Bachelor of Science degrees. These are the Bachelor of Science in: Biology, Chemistry, Environmental Science, Mathematics, and Physics. The Department offers minors in: Biology, Chemistry, Environmental Science, and Mathematics. The Department also offers Special Programs which are: a Dual Degree Program in Engineering with North Carolina Agricultural and Technical State University, a Dual Degree Program in Engineering with North Carolina State University, and a Cooperative Pharmacy Program with Howard University.

The Department of Religion and Philosophy offers two degrees. These are the Bachelor of Science degree in Religion and Philosophy and the associate of science degree in Arts and Religious Studies.

The Department of Social Sciences offers eight Bachelor of Science degrees. These are the bachelor of science in: Africana Studies; International Relations; Political Science; Psychology; Sociology; Sociology, Criminal Justice; Sociology, Gerontology, Social Work.

The Department of Visual and Performing Arts offers two Bachelor of Science degrees. These are the Bachelor of Science degree in Visual and Performing Arts with concentration in: Music and Theater Arts.

Department of Humanities

Degree Offered: Bachelor of Arts Degree in English
Bachelor of Arts Degree in Liberal Studies

A candidate for the Bachelor of Arts degree in English and Liberal Studies must complete a minimum of 120 semester hours excluding deficiency courses and remedial work, complete the University's core requirements, and earn the grade of C or better in all major courses.

In addition, the Department of Humanities offers minors in English, French, Spanish, Arabic, History, and African American Studies.

DEPARTMENT PURPOSE

The purposes of the Department of Humanities are:

1. to provide instruction to all Shaw University students in reading and writing skills;
2. to offer students, through the history and humanities courses, a knowledge of the past which should enable them to better understand the present world in order to prepare for the world of tomorrow;
3. to contribute to the humanistic/ethical growth of students by providing them the cultural and historical backgrounds necessary for studying and appreciating the arts and transcendent human values;
4. to provide students from different disciplines with liberal arts foundations, by strengthening their communication skills, enhancing their aesthetic and artistic awareness, clarifying their critical thinking and problem solving processes;
5. to prepare students for graduate and professional studies by developing their written communication skills, sharpening their analytical and research skills, and fostering an understanding of diverse human constructs as represented in written literature;
6. to foster an understanding of self so that students can learn to function as literate members of society and as productive professionals;
7. to introduce English majors to literary theories so that they are prepared to step upon the theory-oriented landscape of graduate or professional school.
8. to provide students with an individualized program of study, incorporating how two fields are connected and work in interdisciplinary ways.

MAJORS OFFERED

English

The Department of Humanities offers a major in English. English majors are required to complete 30 hours in major courses. All students majoring in English must successfully complete the following course requirements:

I. University Core Courses

University core courses are marked with an asterisk in the four-year course distribution plan.

II. Departmental Core Courses

ART 190 Introduction to the Visual Arts

ENG 211 Introduction to World Literature

MUS 225 Music Appreciation

PHI 240 Introduction to Philosophy

Departmental Core Elective (from French, Spanish, Theatre, Religion or Ethics)

III. Major Courses

ENG 300 Critical Analysis

ENG 309 Advanced Comp. and Rhetoric

ENG 310 Old English to the Restoration

ENG 311 Romantic to Modern British Lit.

ENG 312 Amer. Lit.: Colo. to the Civil War

ENG 313 Comparative Literature

ENG 314 African American Literature

Special Topics in English Literature

ENG 400: Shakespeare

ENG 401: Twentieth-Century British Writers

ENG 402: Women Novelists of the 19th Century

ENG 403: Eighteenth-Century Eng. Novelists

ENG 404: History of the English Language

ENG 405: Postcolonial Literature and Theory

ENG 406: Twentieth-Century Drama

ENG 407: The Stream of Conscious. Novel

ENG 408: Origins of the Novel

ENG 409: British Dramatists: From Dryden to Sheridan

Special Topics in American Literature

ENG 410: Twentieth-Century Amer. Lit.

ENG 411: The American Novel

ENG 412: American Poetry

ENG 413: American Drama

ENG 414: The Transcendentalists

ENG 415: Literature and Cultural Diversity

ENG 416: Contemporary American Fiction

ENG 417: Immigrant Exper. in Amer. Lit.

ENG 418: Hispanic American Writers

ENG 419: American Lit.: 1930-Present

Special Topics in African American Literature

ENG 420: The Black Diaspora

ENG 421: The Harlem Renaissance

ENG 422: American Regional Dialects

ENG 423: The Black Arts Movement

ENG 424: Black Female Writers

ENG 425: Black Male Writers

ENG 426: Post-Colonial African Writers

ENG 427: African American Playwrights

ENG 428: Slave Narratives

ENG 429: Black Biographies

Liberal Studies

The Department of Humanities also offers a major in Liberal Studies. Students in this major take eleven courses (33 semester hours). Three of these courses (9 semester hours) are taken with the Liberal Studies faculty, ideally one course each academic year, beginning with the sophomore year: MDS 216, MDS 360, and MDS 418. Two more courses (6 semester hours) at the 200 level or higher are selected by the student from one or both of his or her chosen fields. The remaining courses (18 semester hours) in the program must be at the 300- and 400-levels. With the help of

academic advisement from departmental faculty, the student will choose 3 courses (9 semester hours) from each of his or her two declared disciplines. Instructors in these courses are all specialists in the respective disciplines. See departmental checklist for possible combinations of courses in the two chosen disciplines of concentration.

Departmental Core Courses

The Departmental Core consists of five (5) courses (15 credit hours) chosen by the faculty for their relevance to the department’s written goals and objectives. The Department also encourages the students to create and experience a personal set of core courses through choice of electives.

The Liberal Studies departmental core consists of the following:

ENG	211	Introduction to World Literature	3
ENG	309	Advanced Composition and Rhetorical Theory	3
PHI	240	Introduction to Philosophy	3

Plus any two (6 credit hours) of the following:

CIS	210	Introduction to Computer Information Systems	3
SPA	151	Elementary Spanish I or higher	3
FRE	151	French I or higher	3
ART	190	Introduction to Visual Arts	3
MUS	225	Music Appreciation	3

Major Requirements

MDS	216	Classics and Contemporaries	3
MDS	360	Special Topics in Liberal Studies	3
MDS	418	Senior Seminar in Liberal Studies	3
EVR	300	Research and Portfolio Development	3

Plus six (6) required credit hours from two different degree programs:

Degree Program	1	3
Degree Program	2	3

See page 90 for American Humanics Course Requirements.

FOUR-YEAR COURSE DISTRIBUTION PLAN

Bachelor of Arts in English SUGGESTED SEQUENCE OF COURSES

Freshman Year

First Semester		Credits	Second Semester		Credits
ENG	110***	3	*ENG	111	3
MAT	110***	3	* CIS	101	3
*ETH	100	3	*MAT	111	3
*ETH	000	0	*HPE	112	1
*FRS	111	.5	ART	190	3
*BIO	111	3	*ELEC		3
*HPE	111	1	*FRS	112	.5
TOTAL		13.5			16.5

Sophomore Year

First Semester		Credits	Second Semester		Credits
*ENG	112	3	*ENG	113	3
*MAT	112	3	ENG	300	3
*INT	115	3	*COM	210	3
*ETH	200	3	*PHY	112	3
*SOC	115	<u>3</u>	*HUM	200	<u>3</u>
TOTAL		15			15

Junior Year

First Semester		Credits	Second Semester		Credits
ENG	309	3	MUS	225	3
*ETH	300	3	PHI	240	3
ENG	211	3	ENG	311	3
ENG	310	3	ENG	312	3
DEPT	ELECTIVE	<u>3</u>	ENG	314	<u>3</u>
TOTAL		15			15

Senior Year

First Semester		Credits	Second Semester		Credits
ENG	400	3	ENG	410	3
ENG	420	3	ENG	ELECTIVE	3
ENG	313	3	ELECTIVES		<u>9</u>
ELECTIVES		<u>6</u>			
TOTAL		15			15

TOTAL: 120 SEMESTER HOURS

*** Varies with placement

FOUR-YEAR COURSE DISTRIBUTION PLAN

Bachelor of Arts in Liberal Studies SUGGESTED SEQUENCE OF COURSES

Freshman Year

Fall				Spring			
ENG	110***	College Eng. Comp. I	3	BIO	110	Intro Biological Science	3
ETH	100	Found. of Knowledge	3	ENG	111	College Eng. & Comp II	3
ETH	000	Ethics Seminar	0	HPE	112	Fundamental Motor Skills	1
INT	115	Survey of World Civ	3	MAT	112	General Math II	3
MAT	111	General Math I	3	PHI	240	Intro to Philosophy	3
FRS	111	Freshman Studies	<u>.5</u>	SOC	115	Intro to Social Science	3
				FRS	112	Freshman Studies	<u>.5</u>
TOTAL			13.5	TOTAL			16.5

Sophomore Year

Fall				Spring			
ENG	112	College Comp & Argu.	3	ENG	113	Composition & Research	3
ETH	200	Ethical Concepts	3	CIS	101	Concepts of Computers	3
PHY	112	Intro to Physical Science	3	HUM	200	Intro to the Humanities	3
6 Credit Hrs. from Degree Program(s)			<u>6</u>	COM	210	Public Speaking	3
				MDS	216	Classics & Contemporaries	<u>3</u>
TOTAL			15	TOTAL			15

Junior Year

Fall				Spring			
ENG	309	Advanced Composition	3	ENG	211	Intro to World Literature	3
ETH	300	Professional Ethics	3	MDS	360	Spec Topics in Lib. Studies	3
SPA	151	Elementary Spanish I	3	SPA	152	Elementary Spanish II	3
6 Credit Hrs. from Degree Program(s)			<u>6</u>	6 Credit Hrs. from Degree Program(s)			<u>6</u>
TOTAL			15	TOTAL			15

Senior Year

Fall				Spring			
15 Credit Hrs. from Degree Program(s)			<u>15</u>	MDS	418	Sen Seminar in Lib. Studies	3
TOTAL			15	12 Credit Hours from Degree Program(s)			<u>12</u>
				TOTAL			15

Totals: 120 Hours

***** Varies with placement**

**Each student is required to take a total of six (6) credit hours from the required degree program from two different degree programs. These courses are listed in the course distribution as requirements from degree program(s). Refer to the requirements for each major area as listed under the appropriate department for additional specificity and detail of the requirement for each degree program.*

MINORS

Students may take a minor in African-American Studies, Arabic, English, French, History and Spanish by completing 15 semester hours in one of these fields. Unless otherwise stated, no course may be used to complete a minor if it also satisfies another requirement. ENG 110, ENG 111, ENG 112, ENG 113, and HUM 200 are university core courses and may not be used to fulfill the requirements for a minor.

AFRICAN AMERICAN STUDIES MINOR

The African American studies program is an interdisciplinary study of the experiences of peoples of African descent on the continent of Africa and in the diaspora, particularly in the United States. The program fosters critical thinking about “race”, “identity”, and “culture,” and it explores, through fiction and non-fiction, the history, economy, politics, literature, religion, and culture of black people throughout the world. The following is a list of courses from which a minor in African American Studies may be completed: ENG 314, HIS 203, HIS 204, INT 271, INT 365, THR 226, REL 340, INT 320, and PHI 385.

Required Courses (9 hours)

ENG 314 African American Literature

HIS 203 African American History I

HIS 204 African American History II

Select two courses from the following electives (6 hours)

INT 271 Early Africa

INT 365 Caribbean

THR 226 African American Theatre

REL 340 African American Religion

INT 320 African Amer. in Amer. Politics

PHI 385 African American Philosophy

Total number of credit hours: 15

ARABIC MINOR

The Arabic minor is designed to introduce interested students to the Arabic language, culture, and literary traditions. The following is a list of courses from which a minor in Arabic may be completed.

Required courses (12 hours)

ARA 151 Arabic I

ARA 152 Arabic II

ARA 153 Arabic III

ARA 154 Arabic IV

Select one course from these electives (3 hours)

INT 220 Islamic Civilization

INT 226 Contemporary Middle East and North Africa

Total number of credit hours: 15

ENGLISH MINOR

The English minor is designed to introduce interested students to the English language, culture, and literary traditions. The following is a list of courses from which a minor in English may be completed.

Required courses (12 hours)

ENG 300 Critical Analysis

ENG 309 Advanced Composition and Rhetorical Theory

ENG 310 Old ENG to Neoclassical Lit

OR

ENG 311 Romantic to Modern Lit

ENG 312 American Lit: Colonial to the Civil War

OR

ENG 314 African American Lit

Select one course from these electives:

ENG 400-409 Special Topics in English Lit

ENG 410-419 Special Topics in American Lit

ENG 420-429 Special Topics in African American Lit

Total number of credit hours: 15

FRENCH MINOR

The French Minor is designed to introduce interested students to the French language, culture, and literary traditions. The following is a list of courses from which a minor in French may be completed.

Required Courses (9 hours)

FRE 152 French II

FRE 253 French III

FRE 254 French IV

Select two courses from these electives (6hours)

FRE 322 French Civilization

FRE 330 Survey of French Literature I

FRE 331 Survey of French Literature II

Total number of credit hours: 15

HISTORY MINOR

The history minor is designed to provide students with knowledge of the past, which enables them to understand the present and to prepare for the future. The following is a list of courses from which a minor in history may be completed.

Required Courses (12 hours)

HIS 203 African American History I

HIS 204 African American History II

HIS 321 United History I

HIS 322 United History II

Select one course from these electives (3 hours)

INT 215 Western Civilization

INT 357 Twentieth Century Europe

HIS 361 North Carolina History

Total number of credit hours: 15

SPANISH MINOR

The Spanish minor is designed to introduce interested students to the Spanish language, culture and literary traditions. The following is a list of courses from which a minor in Spanish may be completed.

Required Courses (9 hours)

SPA 152 Spanish II

SPA 253 Spanish III

SPA 254 Spanish IV

Select two courses from these electives

SPA 322 Latin-American Civilization

SPA 350 Survey of Latin-American Literature

SPA 330 Survey of Latin-American Literature

SPA 332 Hispanic Lit. of the United States

SPA 350 Business Spanish

Total number of credit hours: 15

COURSE DESCRIPTIONS:

ARABIC

ARA 151 Arabic I (3)

An introduction to the Arabic alphabet, numerals, and simple grammar in addition to simple translation.

ARA 152 Arabic II (3)

Intensive practice in grammar, reading, and writing. Reading of simple materials is required.

ARA 153 Arabic III (3)

Intensive practice in grammar, reading, and writing.

ARA 154 Arabic IV (3)

A continuation of Arabic III with additional readings in Arabic literature and a study of Arabic culture.

COMMUNICATIONS

COM 210 Public Speaking (3) Prerequisite: ENG 113

A course in the basic elements of oral communication. Emphasis is upon research skills, topic selection, speech organization, skills in delivery and listening for analysis and evaluation of speeches. There is a requirement of a minimum of five graded speeches given in class.

ENGLISH

ENG 110 College English and Composition I (3)

A course in basic composition and grammar. It is designed to improve grammar and mechanics, encourage a positive attitude toward reading and writing, and introduce students to the writing process. The course also fosters an understanding of the demands of academic writing, introduces expository writing, and begins developing basic research skills.

ENG 111 College English and Composition II (3) Prerequisite: ENG 110 or Placement Test

An introductory course in expository writing. It is designed to increase understanding of the demands of academic writing. It emphasizes the writing process, writing with clarity and purpose, developing and organizing ideas effectively, and using the conventions of edited English. Students practice writing expositions and arguments informed by short readings and also enhance their research skills.

ENG 112 College Composition an Argument (3) Prerequisite: ENG 111

A course in argument and analysis. It is designed to strengthen interpretive and evaluative skills. It introduces literary and critical analysis and focuses on developing argumentative and persuasive skills. The course incorporates a minor research component.

ENG 113 College Composition and Research (3) Prerequisite: ENG 112

A course in writing argumentative and analytical essays informed by research.

ENG 211 Introduction to World Literature (3) Prerequisite: ENG 111-113

An introduction to the various genres in world literature and a study of some works in depth. Students analyze and evaluate critically basic literary works both orally and in writing. (This course does not count toward the English major).

ENG 300 Critical Analysis (3)

An introduction to theories of literature and literary criticism through their application to specific works.

ENG 313 Comparative Literature (3) Prerequisite: ENG 300

A survey of multicultural and multinational literatures.

ENG 309 Advanced Composition and Rhetorical Theory (3) Prerequisite: ENG 300

A writing workshop that refines the expository and analytical writing skills practiced in previous composition courses. It involves "writing across the curriculum" with an emphasis on rhetoric and style.

ENG 310 Old English to Restoration Literature (3) Prerequisite: ENG 300

A survey of representative English literary works and their traditions from Caedmon's Hymn and Beowulf through the poetry of Thomas Gray.

ENG 311 Romantic to Modern Literature (3) Prerequisite: ENG 310

A survey of representative English literary works and their traditions from the Romantic Movement or "the Age of Revolution" through the early twentieth century or "the world war era."

ENG 312 American Literature: Colonial to the Civil War (3) Prerequisite: ENG 300

A survey of representative literary works and their traditions from the Puritan period through the abolition and civil war periods.

ENG 313 Comparative Literature (3) Prerequisite: ENG 300

A survey of multicultural and multinational literatures.

ENG 314 African-American Literature (3) Prerequisite: ENG 300

A survey of representative literary works and their traditions from African orality to the Naturalistic Movement in America during the 1940s.

ENG 400-409 Special Topic in English Literature (3)

A study of particular literary subject (genre, author, movement, tradition, or language) that warrants additional attention--for example, Shakespeare, 20th-Century British Writers, Women Novelists of the 19th-Century, Major 18th-Century English Novels, History of the English Language, or other topics proposed by professors. The student may repeat the course (for additional credit) but not the topic.

ENG 410-419 Special Topic in American Literature (3)

A study of a particular literary subject (genre, author, movement, tradition, or language) that warrants additional attention--for example, Modern Poetry, Modern Drama, The Transcendentalists, The American Realistic Novel, Contemporary Fiction, or other topic proposed by professors. The student may repeat the course (for additional credit) but not the topic.

ENG 420-429 Special Topic in African-American Literature (3)

A study of particular literary subject (genre, author, movement, tradition, or language) that warrants additional attention--for example, Black Male Writers, Black Women Writers, The Harlem Renaissance, The Black Arts Movement, Dialectology, or other topics proposed by professors. The student may repeat the course (for additional credit) but not the topic.

FRENCH

FRE 151 French I (3)

Designed (along with FRE 152) to provide the student with a basic knowledge of the French language, including pronunciation and the basic elements of grammar, with emphasis on comprehension, speaking, writing, and the reading of simple French texts.

FRE 152 French II (3)

A continuation of FRE 151.

FRE 253 French III (3) Prerequisite: FRE 152 or equivalent

Designed (along with FRE 254) to intensify the student's knowledge of French and the French people, to increase the student's fluency in spoken French, to review and reinforce the student's knowledge of French grammar, and to acquaint the student with some works of French literature and some aspects of French life and culture.

FRE 254 French IV (3)

A continuation of FRE 253

FRE 322 French Civilization (3) Prerequisite: FRE 254 or equivalent

A study of the historical, political, artistic, and cultural developments in France starting at the time of ancient Gaul, with particular attention to current French civilization.

FRE 323 Survey of French Literature I (3) Prerequisite: FRE 254 or equivalent

A survey from the *Chanson de Roland* by way of Francois Villon, Rabelais, and the dramatists of the 17th-century to Voltaire and "Les Philosophes."

FRE 324 Survey of French Literature II (3) Prerequisite: FRE 254 or equivalent

A survey of literature of the 19th and 20th centuries from the Romantic poets by way of Realism, Symbolism, Surrealism, and "Les Engages" to Existentialism and "Le Nouveau Roman."

HISTORY**HIS 203 African American History I (3)**

Social history from the African background (emphasis on West Africa) through the slave trade, the plantation system, and the Reconstruction to the Post Reconstruction period. The struggle for liberation is highlighted.

HIS 204 African American History II (3)

Social history from the nadir to the 1980s. Much attention is given to the Civil Rights decade, 1955-1964.

HIS 321 United States History I (3)

A study of the period from the discovery of America to the Civil War. It gives the student an understanding of Colonialism, the formation of the American nation, and the events that led to the Civil War. Special emphasis is given to African-American issues throughout the entire period.

HIS 322 United States History II (3)

A continuation of HIS 321. It explores thoroughly the Civil War, United States expansionism, and U.S. roles in World War I, World War II, and the present world scene. Emphasis is given to the contributions of African-Americans in building the U.S. economy, its politics, and its cultural and social changes. Special attention is directed to the Civil Rights Movement from its inception to the present.

HIS 361 North Carolina History (3)

North Carolina history from the colonial period to World War II. Emphasis is placed on the role that North Carolina played during the period of independence, the Civil War, and Reconstruction and, also, the state's role in the formation of the New South.

HUMANITIES

HUM 200 Introduction to the Humanities (3) Prerequisite: ENG 112

A cross-cultural and interdisciplinary study of works of art, literature, music, theatre, and other creative forms. The course examines the ideas and values of various times and cultures reflected in such works as well as the significance to be found in them today.

HUM 210 A Survey of the Arts (3) Prerequisite: Major in Education

An introduction to the basic characteristics of the art, drama, dance, and music of western and non-western world, with emphasis on the relationship between the arts and society. Attention is given to analyzing the attributes of the various arts.

LIBERAL STUDIES

MDS 216 Classics and Contemporaries (3)

Interdisciplinary readings, discussion, and writing in the liberal arts and sciences. Current issues, problems, and opportunities are clarified through reference to ideas, values, and the arts of the past and present. Includes a unit on personal goal setting and planning.

MDS 360 Special Topic in Liberal Studies (3), Prerequisite: ENG 113 or the equivalent

Study of a particular topic that warrants interdisciplinary study. The topic will be announced prior to the registration period. Students may repeat the course, but not the topic, for academic credit.

MDS 418 Senior Seminar in Liberal Studies (3), Prerequisite: MDS 216 and senior status in Liberal Studies or consent of the instructor

A supportive workshop in which each senior does an interdisciplinary project using methodologies of two or more chosen fields. Includes a unit in which the student takes necessary steps toward implementing the first year of a postgraduate educational/career plan.

SPANISH

SPA 151 Spanish I (3)

An introduction (along with SPA 152) to the Spanish language through listening, practice, conversation, simple readings, and elementary writing.

SPA 152 Spanish II (3)

A continuation of SPA 151.

SPA 253 Spanish III Conversation and Grammar (3) Prerequisite: SPA152 or equivalent

Similar in emphasis to Elementary Spanish but with expanded opportunities for comprehension and speaking proficiency.

SPA 254 Spanish IV Composition and Grammar (3)

A continuation of SPA 253 with expanded opportunities for reading and writing proficiency.

SPA 330 Survey of Latin American Literature (3) Prerequisite: SPA 254 or equivalent

A survey of Latin-American literature from Sor Juana Inez de la Cruz to modern day, including “modernismo,” “vanguardismo” and “post-vangaurdisimo.” It will take a look at various genres, including poetry, short stories, and the novel.

SPA 322 Latin American Civilization (3) Prerequisite: SPA 254 or instructor’s permission

This course will study the rich literature of the Hispanic writers within the United States. Authors are Cuban-American, Puerto Rican, Mexico-American as well as others who represent various cultures of the Hispanic world within the United States.

SPA 350 Business Spanish (3) Prerequisite: SPA 253 or equivalent

Designed to help students develop skills pertaining to the business world in Spanish, including correspondence and telephone etiquette.

Department of Mass Communications

Degree Offered

Bachelor of Arts in Mass Communications

DEPARTMENT PURPOSE

The purpose of the Department of Mass Communications is to acquaint the student with the structure, purposes, and procedures found in the field of mass communications. The main emphasis of study in the department is the broadcast industry, with particular focus given to journalism and production. Attention is given to both theoretical foundations and hands-on application learning. To provide hands-on experience, the radio area is supported by WSHA-FM. The television area consists of a three camera TV studio and control room, portable video cameras, and editing equipment. Completion of the course of study in mass communications will provide students with a foundation for graduate study, and for careers in Broadcast News Media, Broadcast Production, and other media-related fields.

The Department of Mass Communication offers a Major in Mass Communications. The major is based on a 10-course curriculum leading to the Bachelor of Arts degree. The major course sequence is determined by the student's emphasis in either broadcast production or broadcast journalism. All students must take the following major courses:

MCO 201 Introduction to Broadcasting	MCO 323 Television Production I
MCO 211 Principles of Media Writing	MCO 328 Writing For Radio & TV
MCO 221 Reporting & Writing I	MCO 363 Broadcast Announcing
MCO 322 Radio Production I	MCO 425 Broadcast Regulations

In addition, students emphasizing journalism must take the following two courses:

MCO 321 Reporting & Writing II
MCO 421 Advanced Reporting Practicum

Students focusing on production must select two additional courses from:

MCO 324 Television Production II	MCO 423 Television Production III
MCO 422 Radio Production II	MCO 435 Broadcast Management

In addition to MCO courses, all students must take five required courses outside the department, called department core courses. These are BUS 204, ENG 211, INT 351, ART 190 or MUS 225, and one theatre course selected from among THR 161, THR 211, THR 212, or THR 226. Students must also complete all the university core courses, and complete a total of at least 120 credits, including a minimum of 21 elective credits.

See page 90 for American Humanics Course Requirements.

**B.A. IN MASS COMMUNICATION
PRODUCTION EMPHASIS
SUGGESTED SEQUENCE OF COURSES**

Semester 1

*FRS 111 Freshman Studies	.5
*ENG 110*** English & Composition I	3
*MAT 110*** Basic Math	3
*INT 115 World Civilizations	3
*ETH 100 Foundation to Ethics	3
*ETH 000 Ethics Seminar	0
*HPE 111 Personal Health & Safety	<u>1</u>
TOTAL	13.5

Semester 2

*ENG 111 English & Comp II	3
*MAT 111 General Math I	3
*BIO 111 Intro. to Biological Sci	3
*SOC 115 Intro. to Social Science	3
*CIS 101 Concepts of Computers	3
*FRS 112 Freshman Studies	<u>.5</u>
TOTAL	15.5

Semester 3

MCO 201 Intro. to Broadcasting	3
*ENG 112 Comp. & Argument	3
*MAT 112 General Math II	3
*ETH 200 Ethical Concepts & Issues	3
ART 190 <u>or</u> MUS 226	<u>3</u>
TOTAL	15

Semester 4

*ENG 113 Comp. & Research	3
*PHY 112 Intro. to Physical Sci	3
*COM 210 Public Speaking	3
MCO 211 Prin. Of Media Writing	3
MCO 323 Television Production I	<u>3</u>
TOTAL	15

Semester 5

*HPE 111 Fundamental Skills	1
*HUM 200 Intro. to the Humanities	3
BUS 204 Principles of Business	3
Theatre Course (THR 161, 211, 212 or 226)	3
MCO 221 Reporting & Writing I	3
MCO 324 TV Prod. II <u>or</u> Elective	<u>3</u>
TOTAL	16

Semester 6

INT 351 U.S. Government	3
MCO 322 Radio Production I	3
MCO 328 Writing For Radio & TV	3
MCO 423 TV Prod. III <u>or</u> Elective	3
Elective	<u>3</u>
TOTAL	15

Semester 7

ENG 211 World Literature	3
MCO 363 Broadcast Announcing	3
MCO 422 Radio Prod. <u>or</u> Elective	3
MCO 435 or Elective	3
Elective	<u>3</u>
TOTAL	15

Semester 8

*ETH 300 Professional Ethics	3
MCO 425 Broadcast Regulations	3
Elective	3
Elective	3
Elective	<u>3</u>
TOTAL	15

TOTAL CREDITS: 120

**University Core Course*

***** Varies with placement**

**B.A. IN MASS COMMUNICATIONS
JOURNALISM EMPHASIS
SUGGESTED SEQUENCE OF COURSES**

Semester 1

*FRS 111 Freshman Studies	.5
*ENG 110*** English & Composition I	3
*MAT 110*** Basic Math	3
*INT 115 World Civilizations	3
*ETH 100 Foundation to Ethics	3
*ETH 000 Ethics Seminar	0
*HPE 111 Personal Health & Safety	<u>1</u>

TOTAL

13.5

Semester 2

*ENG 111 English & Composition II	3
*MAT 111 General Math I	3
*BIO 111 Intro. to Biological Science	3
*SOC 115 Intro. to Social Science	3
*CIS 101 Concepts of Computers	3
*FRS 112 Freshman Studies	<u>.5</u>

TOTAL

15.5

Semester 3

*ENG 112 Comp. & Argument	3
*MAT 112 General Math II	3
*ETH 200 Ethical Concepts & Issues	3
ART 190 <u>or</u> MUS 226	3
MCO 201 Intro. to Broadcasting	<u>3</u>

TOTAL

15

Semester 4

*ENG 113 Comp. & Research	3
*PHY 112 Intro. to Physical Sci	3
INT 351 U.S. Government	3
*COM 210 Public Speaking	3
MCO 211 Prin of Media Writing	3
*HPE 112 Fundamental Skills	<u>1</u>

TOTAL

16

Semester 5

BUS 204 Principles of Business	3
*HUM 200 Intro. to the Humanities	3
Theatre Course (THR 161, 211, 212 or 226)	3
MCO 221 Reporting & Writing I	3
MCO 323 Television Production I	<u>3</u>

TOTAL

15

Semester 6

MCO 321 Reporting & Writing II	3
MCO 322 Radio Production I	3
MCO 328 Writing For Radio & T	3
Elective	3
Elective	<u>3</u>

TOTAL

15

Semester 7

ENG 211 World Literature	3
MCO 363 Broadcast Announcing	3
MCO 421 Adv. Reporting Practicum	3
Elective	3
Elective	<u>3</u>

TOTAL

15

Semester 8

*ETH 300 Professional Ethics	3
MCO 425 Broadcast Regulations	3
Elective	3
Elective	3
Elective	<u>3</u>

TOTAL

15

TOTAL CREDITS: 120

**University Core Course*

**** Varies with placement*

COURSE DESCRIPTIONS

MCO 201 Introduction to Broadcasting (3) This course is a prerequisite or co-requisite for all other courses except COM 210.

Introduction to the principles, philosophies, policies and practices of the broadcast media and allied professions of advertising and public relations. Attention is also given to historical perspectives of broadcasting, its regulations, plus communication and change.

MCO 211 Principles of Media Writing (3) Prerequisite: A grade of “C” or better in ENG 111 and ENG 112

An introduction to the basics of writing for the media in terms of style, structure, comprehension, and readability.

MCO 221 Reporting & Writing I (3) Prerequisite: MCO 211

Examines the fundamentals of newsgathering, news writing, interviewing, research, news judgment, and deadline pressures.

MCO 321 Reporting & Writing II (3) Prerequisite: MCO 321

A study of the principles, techniques and forms of gather and reporting news for broadcast media. Planning and producing of public affairs programming are stressed.

MCO 322 Radio Production I (3)

An introduction to the techniques and procedures in the creation, production, and direction of radio programs.

MCO 323 Television Production I (3)

An introduction to the techniques and procedures in the creation and production of television programs. Concentrates on studio production work.

MCO 324 Television Production II (3) Prerequisite: MCO 323

Theory and techniques of portable videotape production (ENG and EFP). Students gain experience in all phases of producing and editing.

MCO 327 Educational and Public Broadcasting (3)

The origin, organization, regulation, and responsibilities of non-commercial broadcasters, with attention given to programming and financial support.

MCO 328 Writing For Radio & Television (3) Prerequisite: MCO 211

Development of basic writing skills needed to produce copy for the broadcast media. Stresses the difference between media, contrasting the development of an idea for radio and TV, and noting the adjustments necessary to communicate effectively with each.

MCO 330 Media and Industry (3)

The motivations and methods of the private sector's utilization of television production as a corporate tool. Also addresses other non-broadcast activities such as instructional and closed-circuit television.

MCO 363 Broadcast Announcing (3) Prerequisite: MCO 322

Training in articulation, voice projection, modulation, and quality, along with studio performance applied to radio and television news, sports, commercial, and music announcing. Emphasis is placed on laboratory experiences.

MCO 412 Research Methods in Communications (3) Prerequisite: Senior Status or Permission of Instructor

Study of the methods, techniques, and measuring instruments currently used in the analysis of communications.

MCO 421 Advanced Reporting Practicum (3) Prerequisites: MCO 321, MCO 322

Application of principles learned in MCO 221 and MCO 321 to an actual professional situation. Students are placed with a local media organization to gain hands-on experience in news writing.

MCO 422 Radio Production II (3) Prerequisite: MCO 322

Advanced study of the process of studio and commercial recording for radio broadcasts through an examination of the principles of tape recording and editing. Participation in extensive commercial and studio recording projects is required.

MCO 423 Television Production III (3), Prerequisite: MCO 324

Application of concepts and practices learned in Television Production I and II. Students produce and direct studio and portable video exercises. Emphasis is placed on laboratory experiences.

MCO 435 Broadcast Management (3)

Focus on the principles of radio and television management, including economic, administrative, and organizational structures and procedures.

MCO 481-482 Seminar in Mass Communications (3), Prerequisite: Advanced Student Status and Permission of Instructor

Topics rotate.

MCO 485-486 Internship in Communication (3), Prerequisite: Advanced Student Status and Permission of Instructor

A practicum course that allows students to combine classroom theories with hands-on experience in an off-campus facility.

MCO 491 Independent Study (3), Prerequisite: Senior Status and Permission of Instructor

Special projects in advanced studies.

Department of Natural Sciences And Mathematics

Degrees/Majors Offered

Bachelor of Science Degree in Biology, Chemistry, Environmental Science, Physics and Mathematics

PURPOSE

The purpose of the Department of Natural and Physical Sciences is to prepare increasing numbers of students for employment and graduate programs in the fields of life and physical sciences through its Bachelor of Science degree program offerings. The departmental goal is to become a center of excellence and recognition for producing highly competitive students with backgrounds and interests in these fields and thereby having a significant impact on the projected manpower shortage of science professionals at the national level.

The Department offers the following majors/programs:

- Biology
- Chemistry
- Environmental Science
- Physics
- Mathematics

The Major in Biology

The Biology Major is a structured curriculum that allows students to enroll in a variety of courses emphasizing specific areas of life sciences. Students must earn a grade of “C” or better in all biology courses and a satisfactory grade in all other courses required for the major.

The departmental requirements are as follows:

Biology 211 General Biology	Biology 332 Microbiology
Biology 212 General Zoology	Biology 423 Ecology
Biology 232 General Botany	Biology 432 Biochemistry
Biology 311 Genetics	Biology 481 Seminar I
Biology 312 Comparative Vertebrate Anatomy	Biology 482 Seminar II
Biology 323 Vertebrate Physiology	

Other major area courses required in the program include chemistry and physics and are specified under the four-year degree plan.

**Course Distribution
120 Semester Hours**

Core Requirements

English 110***	3
English 111	3
English 112	3
English 113	3
Ethics 100	3
Ethics 200	3
Ethics 300	3
Mathematics 115	4
Mathematics 116	4
Public Speaking 210	3
General Biology 211	4
General Chemistry I 212	4
Personal Health and Safety 111	1
Fundamental Motor Skills 112	1
Freshman Studies 111	.5
Freshman Studies 112	.5
World Civilization 115	3
Intro. to Social Science 115	3
Introduction to Humanities 200	<u>3</u>
	52

Departmental Requirements

Biology Courses

Biology 211	4
Biology 212	4
Biology 232	4
Biology 311	4
Biology 312	4
Biology 323	4
Biology 332	4
Biology 423	4
Biology 432	4
Biology 481	1
Biology 482	<u>1</u>
	38

Chemistry Courses

Chemistry 214	4
Chemistry 341	4
Chemistry 342	<u>4</u>
	12

Physics Courses

Physics 212 or 201	4
Physics 214 or 202	<u>4</u>
	8

*** Varies with placement

Electives **10**

B.S. NATURAL AND PHYSICAL SCIENCES

BIOLOGY MAJOR

SUGGESTED SEQUENCE OF COURSES

First Year

Fall Semester

FRS 111 Freshman Studies	.5
ENG 110*** College Eng. & Comp	3
MAT 115 Pre-Calculus	4
BIO 211 General Biology	4
CHE 212 General Chemistry I	<u>4</u>
	15.5

TOTAL 15.5

Spring Semester

HPE 111 Personal Health & Safety	1
ENG 111 College Eng. & Comp II	3
MAT 116 Computation Mathematics	4
CHE 214 General Chemistry II	4
BIO 212 General Zoology	4
FRS 112 Freshman Studies	<u>.5</u>
	16.5

TOTAL 16.5

Second Year

Fall Semester

COM 210 Public Speaking
ENG 112 College Comp & Argu
ETH 100 Foundations of Ethics
HPE 112 Fundamental Motor Skills
CHE 341 Organic Chemistry I
BIO 312 Vertebrate Anatomy
TOTAL

Spring Semester

3 ENG 113 College Comp & Research
3 ETH 200 Ethical Concepts & Issues
3 SOC 115 Introduction to Social Science
1 CHE 342 Organic Chemistry
4 BIO 323 Vertebrate Physiology

4

18

TOTAL

1

Third Year

Fall Semester

INT 115 World Civilizations
BIO 311 Genetics
HUM 200 Intro to Humanities
Elective
BIO 481 Biology Seminar I
TOTAL

Spring Semester

3 ETH 300 Professional Ethics
4 BIO 232 Botany
3 HUM -- Humanities Elective
3 Elective
1 BIO 482 Biology Seminar II

14

TOTAL

1

Fourth Year

Fall Semester

BIO 332 Microbiology
BIO 432 Biochemistry
PHY 212 Physics I
Elective
TOTAL

Spring Semester

4 BIO 423 Ecology
4 PHY 214 Physics II
4 Elective

3

15

TOTAL

1

** Students may substitute introduction to Environmental Science, ENV 201 for Ecology, BIO 423. Students who intend to attend Graduate School or Medical School are encouraged to take Biostatistics, MAT 200 and Calculus, MAT 201 & MAT 202. *** Varies with placement*

COURSE DESCRIPTION

BIO 111 Introduction to Biological Science (3)

A course designed to give the nonscience major a survey of the fundamental aspects of biology. Emphasis is placed on the human as a model organism. Equal exposure is given to cellular organisms and population biology.

BIO 211 General Biology (4) Prerequisite: high school chemistry

Course designed to provide the science major with a strong foundation in the fundamental principles of biology. Evolution and the unity and diversity of life are stressed throughout the course. Common and unique evolutionary solutions to the problems of survival are discussed in a format that moves from the molecular basis of life through cell, organism, and population biology. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

BIO 212 General Zoology (4) Prerequisite: BIO 211

Study of the biology of the major groups of animals with emphasis on morphology, taxonomy, diversity, and physiology. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

BIO 232 General Botany (4) Prerequisite: BIO 211

Study of the theories, principles, and concepts of plant life. An evolutionary approach is emphasized. Topics include diversity, taxonomy, morphology, and physiology. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

BIO 311 Genetics (4) Prerequisites: BIO 211, CHE 341, and MAT 115

The study of the physical basis of inheritance. Topics include genes as units of heredity and development, the qualitative aspects of genetic variation, and the physical and chemical properties of genetic materials. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

BIO 312 Comparative Vertebrate Anatomy (4) Prerequisite: BIO 211

A study of morphology, systematic and phylogenetic relationships with emphasis on the vertebrates, with various theories of comparative anatomical evidence in support of organic evolution. The laboratory work involves dissection and the study of specimens from various vertebrate classes. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

BIO 323 Vertebrate Physiology (4) Prerequisites: BIO 312 and CHE 212

The study of the physiology of vertebrates, with particular reference to man and the lower animals. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

BIO 332 Microbiology (4) Prerequisites: BIO 211, CHE 341, and MAT 115

The study of microorganisms, with emphasis on bacteria and viruses. Techniques of sterilization, isolation, identification, and handling of microorganisms are included in the laboratory. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

BIO 352 Introduction to Molecular Cell Biology (4) Prerequisites: BIO 211 or permission of instructor

A general overview of the cell, emphasizing molecular approaches to understanding a cellular structure. Instruction is inquiry-based with extensive use of informational and instructional technology tools. Individual computers in the classroom are utilized to promote student-centered learning and collaborative learning activities, and the use of the Internet, digital libraries, and CD-ROM, video, and audio multimedia.

BIO 371 Human Anatomy (4) Prerequisites: BIO 211

A study of the structure of the human body. Emphasis is placed on the basic concepts and their application to various body components and activities. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

BIO 372 Human Physiology (4) Prerequisite: BIO 371

A study of the functions of various human body systems. Emphasis is placed on the basic concepts and their applications to various body components and activities. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

BIO 423 Ecology (4) Prerequisites: BIO 211, CHE 341, and MAT 115

Exploration of the principles that govern the distribution and interaction of populations. Classical theory of a biotic environmental controls is contrasted with contemporary concepts that include competition, predation, and other biotic agents that organize populations and communities. In the laboratory, field exercises are used to test various ecological theories and to familiarize students with regional ecosystems. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

BIO 432 Biochemistry (4) Prerequisites: BIO 323 and CHE 341

Study of the properties of biologically active compounds, enzymology, and metabolism. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

BIO 442 Immunology (4) Prerequisites: BIO 323 and CHE 341

An introduction to modern immunological principles, concepts, and applications. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

BIO 452 Frontiers in Cell and Molecular Biology (3) Prerequisites: BIO 211 and CHE 341

A course designed to provide students with biotechnology competencies and research applications in the areas of molecular biology, cell biology, and developmental biology. The textbook materials are supplemented by biotechnology journal article resource materials. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

BIO 481 Seminar (1) Prerequisite: junior or senior status

An in-depth study on a subject of biology where students learn how to do a literature search and give an oral presentation. The class meets once a week.

BIO 482 Seminar II (1) Prerequisite: junior or senior status

Identical to BIO 481 with an extended oral presentation.

BIO 491 Research (1-3) Prerequisite: advisor's consent

BIO 492 Research (1-3) Prerequisite: advisor's consent

BIO 493 Neuroanatomy (4) Prerequisites: BIO 371 and BIO 372

A course designed to meet the required competencies of students majoring in Adapted Physical Education and Kinesiotherapy. It provides an integrated study of the human nervous system from anatomical and physiological points of view. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

The Major in Chemistry

The Chemistry major is a structured curriculum designed to expose students to organic, inorganic, and physical chemistry. Students must earn a grade of “C” or better in the chemistry courses and a satisfactory grade in all other courses required for the major.

The departmental requirements are as follows:

Chemistry 214	General Chemistry II	Chemistry 431	Physical Chemistry I
Chemistry 241	Qualitative Analysis	Chemistry 432	Physical Chemistry II
Chemistry 242	Quantitative Analysis	Chemistry 481	Seminar I
Chemistry 341	Organic Chemistry I	Chemistry 482	Seminar II
Chemistry 342	Organic Chemistry II		

Other departmental requirements for the chemistry major include courses in calculus and physics and are specified under the four-year degree plan.

Course Distribution 120 Semester Hours

Core Requirements

English 110***	3
English 111	3
English 112	3
English 113	3
Ethics 100	3
Ethics 200	3
Ethics 300	3
Mathematics 115	4
Mathematics 116	4
Public Speaking 210	3
General Biology 211	4
General Chemistry I 212	4
Personal Health and Safety 111	1
Fundamental Motor Skills 112	1
Freshman Studies 111	.5
Freshman Studies 112	.5
Survey of World Civilization 115	3
Introduction to Social Science 115	3
Introduction to Humanities 200	<u>3</u>
	52

Departmental Requirements Chemistry Courses

Chemistry 214	4
Chemistry 241	4
Chemistry 242	4
Chemistry 341	4
Chemistry 342	4
Chemistry 431	4
Chemistry 432	4
Chemistry 481	1
Chemistry 482	<u>1</u>
	30

Calculus Courses

Mathematics 201	4
Mathematics 202	4
Mathematics 203	<u>4</u>
	12

Electives	18
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Physics Courses

Physics 201	4
Physics 202	<u>4</u>
	8

*** Varies with placement

**B.S. IN NATUTAL AND PHYSICAL SCIENCE
CHEMISTRY MAJOR
SUGGESTED SEQUENCE OF COURSES**

First Year

Fall Semester		Spring Semester	
FRS 111 Freshman Studies	.5	FRS 112 Freshman Studies	.5
ENG 110*** College Eng. & Comp	3	HPE 111 Personal Health and Safety	1
MAT 115 Pre-Calculus	4	ENG 111 College English & Comp I	3
BIO 211 General Biology	4	MAT 116 Computational Mathematics	4
CHE 212 General Chemistry I	<u>4</u>	ETH 100 Foundation of Knowledge	3
		INT 115 Survey of World Civ	3
		CHE 214 General Chemistry II	<u>4</u>
TOTAL	15.5		18.5

Second Year

Fall Semester		Spring Semester	
COM 210 Public Speaking	3	CHE 342 Organic Chemistry II	4
CHE 341 Organic Chemistry I	4	ENG 113 College Comp & Research	3
ENG 112 College Comp & Argument	3	SOC 115 Introduction to Social Science	3
HPE 112 Fundamental Motor Skills	1	ETH 200 Ethical Concepts & Issues	3
ETH 200 Ethical Concepts & Issues	3	MAT 202 Calculus II	<u>4</u>
MAT 201 Calculus I	<u>4</u>		
TOTAL	18		17

Third Year

Fall Semester		Spring Semester	
PHY 201 General Physics I	4	PHY 202 General Physics II	4
CHE 241 Qualitative Analysis	4	CHE 242 Quantitative Analysis	4
MAT 203 Calculus III	4	Electives	4
Electives	<u>4</u>	HUM 200 Introduction to Humanities	<u>3</u>
TOTAL	16		15

Fourth Year

Fall Semester		Spring Semester	
CHE 431 Physical Chemistry I	4	CHE 432 Physical Chemistry II	4
CHE 481 Seminar I	1	CHE 482 Seminar II	1
Electives	<u>6</u>	Electives	<u>4</u>
TOTAL	11		9

*** Varies with placement

COURSE DESCRIPTION

CHE 212 General Chemistry I (4) Co requisite: MAT 113

A study of atomic and molecular structure, the Periodic Table, chemical reactions, stoichiometry, gas laws, and states of matter. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

CHE 214 General Chemistry II (4) Prerequisite: CHE 212

A continuation of General Chemistry I. The topics studied are chemical equilibrium, energy and chemical reactions, electrochemistry, properties of solutions and acid base concepts, and nuclear chemistry. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

CHE 241 Qualitative Analysis (4) Prerequisites: CHE 212 and CHE 214

A study of the theories and practices of qualitative analysis, using modern analytical instruments and wet chemistry. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

CHE 242 Quantitative Analysis (4) Prerequisites: CHE 212, CHE 214 and MAT 115

A study of gravimetric and volumetric analyses with an introduction to instrumental analysis. These include acid-base equilibrium, buffer solutions, complex formation reactors, theory of instrumental analysis, and data processing. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

CHE 341 Organic Chemistry I (4) Prerequisite: CHE 214

A study of the physical and chemical properties of cyclic and acyclic alkanes and other basic functional organic groups, including a heavy emphasis on synthesis and reaction mechanisms. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

CHE 342 Organic Chemistry II (4) Prerequisite: CHE 341

A study of the physical and chemical properties of organic substances as they relate to the various functional groups with the use of modern instruments in the laboratory. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

CHE 412 Advanced Inorganic Chemistry (3) Prerequisites: CHE 214 and MAT 202

A study of the atomic structure, ionic and covalent bonding acid base chemistry, coordination chemistry, descriptive chemistry of transition metals, halogens and noble gases, and periodicity.

CHE 431 Physical Chemistry I (4) Prerequisite: MAT 202

A course that deals with the application of the principles of physics to study chemistry, the properties of gases, the mechanics of atoms and molecules, thermodynamics and chemical equilibrium, and chemical kinetics. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

CHE 432 Physical Chemistry II (4) Prerequisites: CHE 431 and MAT 203

A continuation of Physical Chemistry I. Topics include chemical bonding and molecular structure, chemical kinetics and reaction mechanisms, properties of condensed phases, surface and colloid chemistry, and quantum mechanics and spectroscopic techniques. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

CHE 481 Seminar I (1) Prerequisite: advisor's consent

An in-depth study on a topic of advanced chemistry, its presentation in the form of a seminar with participation in weekly seminar programs.

CHE 482 Seminar II (1) Prerequisite: advisor's consent

A seminar that is identical to CHE 481 with an extended seminar.

CHE 491 Research (1-3) Prerequisite: advisor's consent**CHE 494 Research (1-3) Prerequisite: advisor's consent****The Major in Environmental Science**

The Environmental Science major is a structured curriculum designed to expose students to a comprehensive approach that emphasizes environmental issues, instrumentation, water and air quality and health effects of the environment. Students must earn a grade of "C" or better in all environmental science courses and a satisfactory grade in all other courses required for the major.

The departmental requirements are as follows:

Environmental Science 201	Environmental Science 402
Environmental Science 210	Environmental Science 410
Environmental Science 215	Environmental Science 413
Environmental Science 301	Environmental Science 414
Environmental Science 311	Environmental Science 415
Environmental Science 314	Environmental Science 499
Environmental Science 401	

Other departmental requirements for the environmental science major include courses in biology, chemistry, mathematics, and physics and are specified under the four-year degree plan.

**Course Distribution
123 Semester Hours**

Core Requirements

English 110***	3
English 111	3
English 112	3
English 113	3
Ethics 100	3
Ethics 200	3
Ethics 300	3
Mathematics 115	4
Mathematics 116	4
Public Speaking 210	3
General Biology 211	4
General Chemistry I 212	4
Personal Health and Safety 111	1
Fundamental Motor Skills 112	1
Orientation to College 111	1
Survey of World Civilization 115	3
Introduction to Social Science 115	3
Introduction to Humanities 200	<u>3</u>
	52

**Departmental Requirements
Environmental Science Courses**

Environmental Science 201	3
Environmental Science 210	4
Environmental Science 215	4
Environmental Science 301	4
Environmental Science 311	4
Environmental Science 314	4
Environmental Science 401	1
Environmental Science 402	2
Environmental Science 410	3
Environmental Science 413	3
Environmental Science 414	3
Environmental Science 415	3
Environmental Science 499	<u>10</u>
	48

Biology Course

Biology 423	4
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Chemistry Courses

Chemistry 214	4
Chemistry 341	4
Chemistry 342	<u>4</u>
	12

Mathematics

Mathematics 200	3
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Physics Course

Physics 212	4
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*** Varies with placement

**B.S. IN NATURAL AND PHYSICAL SCIENCES
ENVIRONMENTAL SCIENCE MAJOR
SUGGESTED SEQUENCE OF COURSES**

First Year

Fall Semester

FRS 111 Freshman Studies
ENG 110*** College Eng. & Comp
MAT 115 Pre-Calculus
BIO 211 General Biology
CHE 212 General Chemistry I

TOTAL

Spring Semester

.5 HPE 111 Personal Health & Safety
3 ENG 111 College Eng. & Comp II
4 MAT 116 Computational Mathematics
4 CHE 214 General Chemistry II
4 ENV 201 Intro. to Environmental Sci
FRS 112 Freshman Studies

15.5

16.5

Second Year

Fall Semester

COM 210 Public Speaking
CHE 341 Organic Chemistry I
ENG 112 College Comp & Argument
HPE 112 Fundamental Motor Skills
ETH 100 Foundations of Ethics
ENV 210 Environmental Issues/Ethic

TOTAL

Spring Semester

3 ENV 215 Physical Geology
4 CHE 342 Organic Chemistry
3 ENG 113 College Comp & Research
1 SOC 115 Introduction to Social Science
3 ETH 200 Ethical Concepts & Issues
3

17

17

Third Year

Fall Semester

INT 115 World Civilizations
PHY 212 Physics I
MAT 200 Introduction to Biostatistics
ENV 301 Env. Instrumentation
ENV 311 Water Chem/Water Quality

TOTAL

Spring Semester

3 BIO 423 General Ecology
4 ETH 300 Professional Ethics
3 ENV 314 Air Quality
4 HUM 200 Intro. to Humanities
4 ENV 401 Environ. Seminar I
1

18

18

Fourth Year

Fall Semester

ENV 410 Toxicology
ENV 413 Intro. to Environ. Health
ENV 414 Air Quality
ENV 415 Risk Analysis

TOTAL

Spring Semester

3 ENV 402 Environ. Seminar II/Research
3 ENV 499 Internship
3

12

12

***** Varies with placement**

COURSE DESCRIPTION

ENV 201 Introduction to Environmental Science (4) Prerequisites: BIO 211 and CHE 212

A consideration of the interplay between the whole living organism and the environment. Emphasis will be placed on those topics that concern man and his creation of environment and the effects of the environment on man, with the development of the concept of man as a biological organism and a part of the living world.

ENV 210 Environmental Issues and Ethics (3) Prerequisite: ENV 201

An introduction to current problems in the environmental health sciences. Five blocks are presented that deal with (1) community health problems, (2) water quality, (3) air quality, (4) occupational health and safety, and (5) environmental microbiology. A sixth special problem block will deal with current exploration of a variety of ethical issues surrounding the relation of human beings to their environment. It will begin by looking at a range of traditional moral theories in order to examine different evaluations of the ethical duties of humans to nonhuman creatures and things.

ENV 215 Physical Geology (4)

An introduction to physical geology that includes rocks, minerals, rock cycle, plate tectonics, and earth processes. Particular emphasis will be on external earth processes, the transportation and deposition of both natural and man-made materials, and their impact on the environment.

ENV 301 Environmental Instrumentation (4) Prerequisites: ENV 201 & ENV 210

A course designed to give students a general knowledge of the theory and practical application of instrumental methods and practical experience both in instrument operation and the interpretation of data obtained with the instruments.

ENV 311 Water Chemistry/Water Quality (4) Prerequisites: CHE 212, CHE 214, CHE 321, ENV 201, and ENV 301

A course in which students evaluate point and non-point pollution in the Falls of the Neuse Lake as a context for learning techniques such as measurement of nutrient concentrations, chlorophyll, and common pollutants. The course provides students with the opportunity to gain hands-on laboratory experience in various water analyses.

ENV 314 Air Quality (4) Prerequisites: CHE 212, CHE 214, CHE 341, ENV 201, and ENV 301

A survey of the problem of atmospheric pollution. Topics to be discussed include pollutant sources, effects on man and other animals, vegetation, materials and visibility, meteorological factors, air sampling; control devices, air quality, and emission standards; and legal, economic, and administrative issues.

ENV 401 Environmental Science Seminar I (1) Prerequisites: junior status

Group analysis of problems and issues that confront the environmentalist. It is expected that the seminar will be multidisciplinary.

ENV 402 Environmental Science Seminar II/Research (2) Prerequisite: senior status; Corequisite: ENV 499

Senior majors present a full-length seminar on a topic of interest in environmental studies or on the result of the field experience to the faculty of the department. The presentation should be in-depth with the research methods, data, data analysis, and interpretations of data.

ENV 410 Principles of Toxicology (3) Prerequisites: CHE 212, CHE 214, CHE 341, CHE 342, ENV 312, and ENV 314

Focuses on the harmful or adverse effects that various chemicals, including environmental pollutants exert on biological tissues. Some categories of chemicals discussed are gases, metals, solvents, and pesticides. Each chemical is systematically studied according to source(s) of exposure; route(s) of entry; absorption and distribution; mechanism of action; biotransformation; and excretion.

ENV 413 Introduction to Environmental Health (3) Prerequisites: CHE 212, CHE 214, CHE 341, CHE 342, ENV 201, and MAT 200

A survey of basic environmental health issues, including definition of problems, health effects, and control methods. The course includes study of epidemiology and public health, including diseases, environmental toxins, and radiation. A discussion of the statistical methods used to interpret epidemiological data will be included.

ENV 414 Health and Policy (3) Prerequisite: senior status in major

A study of environmental health management and policy, including health risks, American policy institutions, processes, and policy analysis. Current critical issues in environmental health science are also discussed.

ENV 415 Risk Assessment and Analysis (3) Prerequisite: MAT 200

Introduction to quantitative risk assessment and risk analysis including probability theory used in risk assessment; scenario stress and their quantification, case studies; and risk-based decision making.

ENV 499 Internship in Environmental Science (10) Prerequisites: senior status and all required courses for status

Students arrange to work in any of the following agencies for one semester: (1) municipal waterworks, (2) municipal refuse department, (3) municipal waste water, (4) governmental agencies (EPA, NIEHS, etc.) or (5) national or regional laboratories of EPA or NIEHS. The student may conduct research in their field or gain on-the-job training for his/her professional development.

The Major in Physics

The Physics major is a structured curriculum that exposes students to concepts of electromagnetism, mechanics, optics, quantum, and thermodynamics in physics. Students must earn a grade of "C" or better in all physics courses and a satisfactory grade in all other courses required for the major.

The departmental requirements are as follows:

- Physics 201 General Physics I
- Physics 202 General Physics II
- Physics 203 General Physics III
- Physics 311 Mechanics
- Physics 312 Thermodynamics and Statistical Physics
- Physics 313 Electromagnetism
- Physics 320 Physics Laboratory
- Physics 411 Relativity and Quantum Physics
- Physics 412 Quantum Physics

Other required courses for the physics major include six (6) mathematics courses, three of which are calculus. These courses are specified under the four-year degree plan.

Course Distribution
120 Semester Hours

Core Requirements

Departmental Requirements
Physics Courses

English 110***	3	Physics 201	4
English 111	3	Physics 202	4
English 112	3	Physics 203	4
English 113	3	Physics 311	4
Ethics 100	3	Physics 312	3
Ethics 200	3	Physics 313	3
Ethics 300	3	Physics 320	2
Mathematics 115	4	Physics 411	3
Mathematics 116	4	Physics 412	<u>4</u>
Public Speaking 210	3		31
General Biology 211	4		
General Chemistry I 212	4	Mathematics Courses	
Personal Health and Safety 111	1	Mathematics 201	4
Fundamental Motor Skills 112	1	Mathematics 202	4
Freshman Studies 111	.5	Mathematics 203	4
Freshman Studies 112	.5	Mathematics 312	3
Survey of World Civilization 115	3	Mathematics 313	3
Introduction to Social Science 115	3	Mathematics 411	<u>3</u>
Introduction to Humanities 200	<u>3</u>		21
	52		
		Non-Science Core	16

*** Varies with placement

B.S. IN NATURAL AND PHYSICAL SCIENCES
PHYSICS MAJOR
SUGGESTED SEQUENCE OF COURSES Curriculum

First Year

Fall Semester		Spring Semester	
FRS 111 Freshman Studies	.5	FRS 112 Freshman Studies	.5
MAT 115 Pre-Calculus	4	MAT 116 Computational Mathematics	4
CHE 212 General Chemistry I	4	MAT 201 Calculus I	4
Non-Science Core	<u>8</u>	BIO 211 General Biology	4
		Non-Science Core	<u>4</u>
TOTAL	16.5		16.5

Second Year

Fall Semester		Spring Semester	
PHY 201 General Physics I	4	PHY 202 General Physics II	4
MAT 202 Calculus II	4	MAT 203 Calculus III	4
Non-Science Core	<u>8</u>	MAT 313 Probability & Statistics	3
		Non-Science Core	<u>3</u>
TOTAL	16		14

Third Year

Fall Semester		Spring Semester	
PHY 203 General Physics III	4	PHY 312 Thermo & Stat. Physics	3
PHY 311 Mechanics	4	PHY 313 Electromagnetism	3
Non-Science Core	<u>6</u>	MAT 411 Differential Equations	3
		MAT 312 Linear Algebra	3
		Non-Science Core	<u>3</u>
TOTAL	14		15

Fourth Year

Fall Semester		Spring Semester	
PHY 411 Rel. & Quan. Mechanics	3	PHY 412 Quantum Physics	4
PHY 320 Physics Laboratory	2	Non-Science Core	<u>10</u>
Non-Science Core	<u>9</u>		
TOTAL	14		14

COURSE DESCRIPTION

PHY 201 General Physics I (4) Prerequisites: MAT 201

A calculus-based physics course, generally taken by physics, mathematics, computer science, and engineering majors. It covers mechanics of particles and rigid bodies, gravitation, oscillations and waves. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

PHY 202 General Physics II (4) Prerequisite: PHY 201

A calculus-based course, generally taken by physics, mathematics, computer science, and engineering majors. The course covers thermal physics, laws of ideal gases, electricity, magnetism, and electromagnetic waves. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

PHY 203 General Physics III (4) Prerequisite: PHY 202

A calculus-based physics course, taken by physics, mathematics, computer science, and engineering majors. It covers fluid dynamics, light, optics, and the basics of modern physics. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

PHY 212 Physics I (4) Prerequisite: MAT 112

First semester of a two-semester sequence in introductory, non-calculus physics that is generally taken by biology, chemistry, and environmental science majors. Topics include mechanics, heat, and wave motion. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

PHY 214 Physics II (4) Prerequisite: PHY 212

Second semester of a two-semester sequence in introductory, non-calculus physics that is generally taken by biology and chemistry majors. Topics include electricity, magnetism, light, and modern physics. There are two (2) two-and-one-half-hour lecture/laboratory sessions per week.

PHY 311 Mechanics (4) Prerequisites: MAT 202 and PHY 201

An intermediate course of theoretical mechanics. Topics include problems in Newtonian mechanics, collisions of particles, unharmonic oscillator, motion of rigid bodies, variational principle, Lagrangian and Hamiltonian mechanics, and conservation laws.

PHY 312 Thermodynamics and Statistical Physics (3) Prerequisites: MAT 203, MAT 313, and PHY 202

An intermediate course in the fundamentals of thermodynamics and statistical physics. Topics include the concepts of temperature, heat and entropy, laws of thermodynamics, and statistical description of large systems.

PHY 313 Electromagnetism (3) Prerequisite: MAT 203, PHY 203, and PHY 311

An intermediate course in the fundamentals of electricity and magnetism, including motion of a particle in uniform electric and magnet fields, electromagnetic field tensor, Maxwell equations, energy-momentum tensor, and electromagnetic waves.

PHY 320 Physics Laboratory (2) Prerequisites: PHY 312 and PHY 313

An advanced physics laboratory involving experiments in mechanics, electromagnetism thermal physics, optics, and atomic and solid state physics.

PHY 411 Relativity and Quantum Mechanics (3) Prerequisites: MAT 411, PHY 311, and PHY 313

The basic concepts of modern physics, including special relativity, equations of gravitational field, and foundations of quantum mechanics.

PHY 412 Quantum Physics (4) Prerequisites: PHY 411

The fundamentals of quantum physics and applications including topics in Schrodinger equation, tunneling through barrier, harmonic oscillator, applications to atomic structure, optical spectra, nuclear physics, elementary particle physics, and solid state physics.

The Minor in Biology

The Biology minor consists of courses that provide students with the fundamental principles of biology and systematic representation the structure and function of the vertebrate body plan.

The departmental requirements are as follows:

- Biology 211 General Biology
- Biology 312 Comparative Vertebrate Anatomy
- Biology 323 Vertebrate Physiology

**Course Distribution
12 Semester Hours****Departmental Requirements**

Biology 211	4
Biology 312	4
Biology 323	<u>4</u>
	12

The Minor in Chemistry

The Chemistry minor consists of courses that provide students with a basic overview of general chemistry and organic chemistry.

The departmental requirements are as follows:

Chemistry 212	General Chemistry I
Chemistry 214	General Chemistry II
Chemistry 341	Organic Chemistry I
Chemistry 342	Organic Chemistry II

**Course Distribution
16 Semester Hours**

Departmental Requirements

Chemistry 212	4
Chemistry 214	4
Chemistry 341	4
Chemistry 342	<u>4</u>
	16

The Minor in Environmental Science

The Environmental Science Minor consists of courses that provide students with an overview of the effects of the environment on man, and the practical application of instruments to environmental concepts and problems.

The departmental requirements are as follows:

Environmental Science 201	Introduction to Environmental Science
Environmental Science 210	Environmental Issues and Ethics
Environmental Science 301	Environmental Instrumentation
Environmental Science 311	Water Chemistry/Water Quality
Environmental Science 314	Air Quality

**Course Distribution
19 Semester Hours**

Departmental Requirements

Environmental Science 201	4
Environmental Science 210	3
Environmental Science 301	4
Environmental Science 311	4
Environmental Science 314	<u>4</u>
	19

COURSE DESCRIPTION

PHY 112 Introduction to Physical Science (3) Prerequisite: MAT 111 or its equivalent

A basic course of study in physical science that is intended to provide the student with an overview of the subject. Emphasis is placed on the physical properties of man's ecosystem and the known principles that govern it. Selected topics in physics, chemistry, geology, and the environment are studied.

PHY 114 Physical Science Laboratory (1)

A two-hour laboratory course designed to complement the lecture/recitation and text content of Introduction to Physical Science, illustrating the basic concept of the laws of nature. Students participate directly in the exercises, developing skills of observation, data collection, and analysis. Concepts covered are derived from the fields of chemistry, physics, ecology, and earth science.

The Major in Mathematics

The Mathematics major program is designed to train students in mathematical techniques, applications of mathematics, critical thinking and problem solving skills. This training not only prepares the students in the world of work in industry, education, and government where numerical techniques are required but also to pursue higher studies in pure or applied mathematics.

Required Courses For Mathematics Major

The following is a list of required courses for completing a major in Mathematics.

MAT 201	Calculus – I
MAT 202	Calculus – II
MAT 203	Calculus – III
MAT 232	Theory of Numbers
MAT 311	Modern Algebra
MAT 313	Probability and Statistics
MAT 413	Real Analysis

Any TWO of the following THREE courses

MAT 323	Modern Geometry
MAT 411	Differential Equations
MAT 417	Numerical Mathematics

Any TWO of the following THREE courses

PHY 201	General Physics – I
PHY 202	General Physics – II
CHE 214	General Chemistry – II

The students can take other courses, which will be treated as electives to complete the minimum requirement of 121 hours for graduation. A grade of C or better is required for all MAT courses in the major. Students are also required to pass the Math and English Competency Examinations to graduate with a Bachelor's degree.

MINOR IN MATHEMATICS

Students who want to minor in mathematics must complete at least 15 hours from the following courses:

MAT 201	Calculus I
MAT 202	Calculus II
MAT 203	Calculus III
MAT 312	Linear Algebra
MAT 313	Probability and Statistics
MAT 411	Differential Equations

**B.S. IN MATHEMATICAL SCIENCES
MATHEMATICS MAJOR
SUGGESTED SEQUENCES OF COURSES**

First Year

Fall		Spring	
MAT 115 Precalculus	4	MAT 201 Calculus	4
ENG 111 Composition II	3	MAT 116 Computational Sc	4
ETH 100 Found. Of Ethics	3	SSC 115 Intro. to Soc. Science	3
ETH 000 Ethics Seminar	0	ENG 112 Comp. & Argument	3
INT 115 World. Civilization	3	HPE 111 Pers Health /Safety	1
CIS 101 Concepts of Computers	3	FRS 112 Freshman Studies	<u>.5</u>
FRS 111 Freshman Studies	<u>.5</u>		
TOTAL	16.5		15.5

Second Year

ENG 113 Comp.& Research	3	BIO 211 Gen. Biology I	4
HUM 200 Intro. Humanities	3	HPE 112 Fund. Motor skills	1
ETH 200 Concept & Issues	3	CHE 214 Gen. Chemistry II	4
MAT 202 Calculus-II	4	MAT 203 Calculus III	4
CHE 212 Gen. Chemistry I	<u>4</u>	MAT 312 Linear Algebra	<u>3</u>
TOTAL	17		16

Third Year

MAT 232 Number Theory	3	MAT 311 Modern Algebra	3
PHY 201 Gen. Physics I	4	PHY 202 Gen. Physics II	4
COM 210 Public Speaking	3	MAT 313 Prob & Stat	3
Electives	<u>6</u>	Electives	<u>6</u>
TOTAL	16		16

Fourth Year

MAT 413 Real Analysis	3	MAT 417 Num. Math (elect)	3
MAT 411 Diff'l. Equations (elect)	3	ETH 300 Prof. Ethics	3
Electives	<u>6</u>	Electives	<u>6</u>
TOTAL	12		12

COURSE DESCRIPTIONS

MAT 110 Basic Mathematics 3cr. hrs

This is a University Core Course in mathematics for non-science majors designed to master arithmetic skills and to provide training in critical thinking and problem solving skills. It will cover topics including number systems, operations on numbers, application problems, prime numbers, and arithmetic using symbols, evaluating algebraic expressions.

MAT 111 General Mathematics – I 3 cr. hrs. Prerequisite: MAT 110 or Placement Test

This is a University Core Course in mathematics for non-science majors, which is designed to develop skills and ability to reason logically and to master basic algebraic manipulations. The topics include set theory, symbolic logic, and basic algebra.

MAT 112 General Mathematics – II 3 cr. hrs Prerequisite: MAT 111

This is also a University Core Course in Mathematics for non-science majors, which is a continued study of beginning algebra, statistics and applications. The topics include solving linear, quadratic equations, systems of equations, graphing functions, probability, elementary statistics, areas and volumes of simple plane figures and solids and applications, and consumer mathematics.

MAT 113 Intermediate Algebra 3 cr. hrs Prerequisite: MAT 112 or Placement Test

This is a reinforcement of algebraic manipulations with topics including polynomials, factoring polynomials, and solving linear, quadratic equations, and systems of equations, introduction to the concept of functions and graphs.

MAT 115 Precalculus 4 cr. hrs Prerequisite: MAT 113 or Placement Test

This course integrates the traditional algebraic and trigonometric topics into the study of functions and graphs, utilizing graphing technology. Topics included are polynomial, rational, exponential and logarithmic, and trigonometric functions. Emphasis is placed on using available technology as a tool in exploring functions and in problem solving.

MAT 116 Computational Science 4 cr. hrs Prerequisite: MAT 115

This is an introduction to scientific computing, emphasizing programming techniques primarily related to the use of application software in science and mathematics. Students are also introduced to computational mathematics and some basic knowledge to use computers. This course has a laboratory component.

MAT 199 Functions and Applications 4 cr. hrs Prerequisite: Math eligibility for Honor Students / MAT 115

This is a core course specifically designed for students in the Honors program. It deals with a survey of standard functions in mathematics, their properties and their applications to problem solving in real life. There will be a strong emphasis on applications and problem solving using technology.

MAT 200 Biostatistics 3 cr. hrs Prerequisite: BIO 211, MAT 115 and MAT 116

This is an introduction to basic probability and statistical concepts with particular reference to biological data. Topics include descriptive statistics, probability distributions, estimating, hypothesis testing, analysis of variance, correlation and regression. A statistical package like MATLAB or graphing calculators will be integrated throughout the course.

MAT 201 Calculus-I 4 cr. hrs Prerequisite: MAT 115 or Placement test

This is the first of a sequence of three calculus courses. Topics include functions, limits, derivatives and applications, and definite and indefinite integrals.

MAT 202 Calculus-II 4 cr. hrs Prerequisite: MAT 201

This is a study of applications of definite integrals, calculus of transcendental functions, techniques of integration, sequences, infinite series, plane curves, conic sections, and polar coordinates.

MAT 203 Calculus-III 4 cr. hrs Prerequisite: MAT 202

A study of vectors, algebra and calculus of vectors, analytical geometry in 2 and 3 dimensions, vector valued functions and their derivatives and integrals, functions of several variables, partial derivatives, and applications of derivatives of functions of several variables.

MAT 212 Discrete Mathematics 3 cr. hrs Prerequisite: MAT 201

A study of combinatorics, networking, digraphs and applications. This is a required course for Computer Science students.

MAT 232 Theory of Numbers 3 cr. hrs Prerequisite: MAT 203 or Instructor's permission

Study of elementary properties of integers, prime and composite numbers. Topics also include Euclidean Algorithm, congruences, Diophantine equations, Chinese Remainder Theorem, Fermat's and Wilson's theorems. This is the first abstract course, which involves theorems and proof techniques.

MAT 311 Modern Algebra 3 cr. hrs Prerequisite: MAT 202 and MAT 232

An abstract mathematics course in which students learn how to prove theorems and use definitions. Topics include algebraic structures such as groups, rings, fields, their sub and quotient structures and homomorphisms.

MAT 312 Linear Algebra 3 cr. hrs Prerequisite: MAT 116 or Instructor's permission

A study of matrices, systems of equations, vectors, vector spaces, linear dependence and independence of vectors, bases, dimension of vector spaces, and linear transformations. Applications to real world problems, using matrices, Markov chain, Leontief economic models, and others are also studied.

MAT 313 Probability and Statistics 3 cr. hrs Prerequisite: MAT 203

A study of probability spaces, random variables, random sampling, estimation of parameters, and testing hypotheses.

MAT 323 Modern Geometry 3 cr. hrs Prerequisite: MAT 232 and MAT 312

A study of Mathematical logic, historic development of Euclidean and Non-Euclidean geometry, Euclid's postulates, axiomatic systems, transformation geometry, vectors, and projective geometry.

MAT 411 Differential Equations 3 cr. hrs Prerequisite: MAT 203 and MAT 312

A study of ordinary differential equations and their solutions, numerical methods of solution, Laplace Transform, Power series solutions, and systems of equations. Also various applications in Physics, engineering, mechanics are studied.

MAT 413 Intro to Real Analysis 3 cr. hrs Prerequisite: MAT 203 and MAT 232

A study of rigorous development of the real number system, sequences and series, sets, limits, continuity and differentiability of functions, and the Reimann integral.

MAT 417 Intro to Numerical Analysis 3 cr. hrs Prerequisite: MAT 116 and MAT 203

This includes a study of computational procedures using the computer, linear systems, and root approximation of algebraic and transcendental equations, approximating functions by interpolating polynomials, and numerical differentiation and integration.

MAT 423 Introduction to Complex Analysis 3 cr. hrs Prerequisite: MAT 413

This course deals with algebra and calculus of complex numbers, analytic and harmonic functions, series representation, theory of residues, conformal mappings, and contour integration.

MAT 425 Introduction to Set Theory and Topology 3 cr. hrs Prerequisite: MAT 413

A study of elementary set theory, cardinal numbers, Hasdorff's maximal principle, connectedness, compactness, and separation axioms.

MAT 433 History of Mathematics 3 cr. hrs. Prerequisite: MAT 232

A study of mathematical thought and its evolution, biographical and historical content in reference to mathematical procedures and techniques.

MAT 481 Seminar 1 cr. hr Prerequisite: Senior status Adviser's consent

Exposure to readings and problems, which are not covered in the curriculum.

MAT 491 Research 1-3 cr. hr Prerequisite: Adviser's consent**MAT 492 Research 1-3 cr. hr Prerequisite: Adviser's consent****Dual Degree Engineering Program**

This dual degree engineering program is a plan whereby an undergraduate student will attend Shaw University for approximately three (3) academic years and North Carolina A&T State University (NCA&TSU) or North Carolina State University (NCSU) for approximately two (2) years. After completing the academic requirements of Shaw University and one of NCA&TSU or NCSU, the student will be awarded, concurrently, a bachelor's degree from Shaw University and a Bachelor of Science degree in engineering by NCA&TSU or NCSU respectively.

Dual degree students from Shaw University are eligible to pursue a B.S degree in engineering as stated below:

NCA&T SU

Civil Engineering
Electrical Engineering
Mechanical Engineering
Agricultural Engineering
Architectural Engineering
Chemical Engineering
Industrial Engineering

NCSU

Civil Engineering
Electrical Engineering
Mechanical Engineering
Aerospace Engineering

Admission Requirements

A dual degree student must select a major at Shaw University that is closely allied with the engineering major at NCA&TSU or NCSU. In addition to students satisfying admission requirements to Shaw University, the student that is seeking admission to the Dual Degree Program must have completed a college preparatory track in high school that includes four (4) units of English, three (3) units of mathematics, and three (3) units of natural sciences. The student should have earned a high school GPA of at least 3.0 on a 4.0 scale or have earned 24 semester hours and a 2.5 GPA at Shaw. The dual degree student should have obtained a SAT score of at least 850.

Requirements For Approval As A Degree Seeking Status As A Dual Degree Student At NCA&TSU

In order for a student to attain full status as a dual degree candidate at NCA&TSU, the student must have:

- completed $\frac{3}{4}$ of the credit hours required for a degree from Shaw University.
- A recommendation from the designated official at Shaw University
- A 2.5 GPA at Shaw University

Admission to the School of Engineering at NCA&TSU is guaranteed to Shaw University students who satisfy the requirements stated above.

Requirements For A Degree From School Of Engineering At NCSU

The degree requirements for students in the Dual Degree Program are the same as that of other engineering students at NCSU. Admission to the School of Engineering is required at a time such that minimum of 48 of the last 60 hours of the program will be completed at NCSU.

Admission to NCSU is processed through the NCSU Admissions office. The criteria for acceptance into a degree program is same the for dual degree students as that of all other students.

Citizenship Requirement

Because NCSU is a state – supported institution with limited resources to provide engineering education to the people and industry of the state, only U.S citizens or permanent residents will be

allowed to register for courses taught by the school of engineering while still enrolled at Shaw University.

Participation In Cooperating Raleigh Colleges (CRC)

A dual degree student may take courses on the NCSU campus while still enrolled at Shaw University through the CRC program. All courses taken through the CRC program require prior approval from the Vice President for Academic Affairs at Shaw University. In addition, all engineering courses taken through the CRC program at NCSU must be approved by the Director of Continuing Services of the School of Engineering at NCSU and the appropriate advisor at Shaw University. Students seeking approval from the Director of Continuing Services must present current transcripts from all schools (beyond high school) previously attended. Pre-registration for such courses is recommended.

SPECIAL PROGRAM IN PHARMACY

The Special Program in Pharmacy includes a curriculum of study at Shaw University and at Howard University. Students interested in the Pre-Pharmacy Program at Shaw University must enroll in the Bachelor of Science Degree Program in Biology or Chemistry. Students study at Howard University during their senior year. Upon completion of the senior requirements, students receive a Bachelor of Science Degree in Biology or Chemistry from Shaw University and gain advanced admission status to Howard University College of Pharmacy and Pharmaceutical Science.

Department of Religion And Philosophy

Degree Offered

Bachelor of Arts in Religion and Philosophy

Associate of Arts in Religious Studies

DEPARTMENT PURPOSE

The purpose of the Department of Religion and Philosophy is to educate women and men for future graduate studies or professional careers in, or related to, the disciplines and fields of religion, philosophy, and ethics. Its programs of study focus on historical, theoretical, and practical issues in these areas of thought and praxis. These programs are structured around curricula that enable students to gain balanced exposure to the nature, tasks, and roles of theologians, philosophers, ethicists, ministers, and human service professionals in communities of faith, the public square, and the academy.

These curricula include (1) a Bachelor of Arts in Religion and Philosophy, (2) an Associate of Arts in Religious Studies, and (3) a minor in either religion or philosophy, for students in other degree programs of liberal arts and sciences. The University's emphasis on character development is highlighted and featured via the teaching of Ethics and Values courses by qualified faculty within the Department of Religion and Philosophy. As part of this emphasis, non-transfer students are required to take nine (9) credit hours in ethics and values. Transfer students are encouraged to take 3 to 9 hours in ethics and values, including professional ethics. A related area of this University wide thrust in character development is also the American Humanics Certification initiative in non-profit management. This initiative further enhances the mission of Shaw University. It is oriented to "character development and service" among its students, faculty, administration, and collaborating communities.

MAJORS/PROGRAMS OFFERED

- Religion and Philosophy Major
(with concentrations in religion or philosophy)
- Associate of Arts in Religious Studies
- Religion Minor
- Philosophy Minor
- American Humanics Program

THE MAJOR IN RELIGION AND PHILOSOPHY

The Religion and Philosophy Major, with a concentration either in religion or philosophy, is both structured and flexible to permit students to focus in a particular area of interest. Students must earn a grade of "C" or better in all departmental requirements, which include a shared core of ten courses as well as three elective courses and a senior project course in the area of concentration.

For all religion and philosophy majors, the department core courses are:

Religion 225	Introduction to Religion	Philosophy 240	Intro. to Philosophy
Religion 234	World Religions	Philosophy 243	Contemporary Philosophy
Religion 235	Bible	Philosophy 255	Logic and Thinking
Religion 300	History of Christianity	Philosophy 370	Body, Mind, and Person
Religion 340	African American Religion	Philosophy 385	African American Religion

Along with eight free electives, these departmental requirements allow students to relate their particular interest to their preparation and/or certification either for (1) graduate studies in religious, philosophical, and other professional schools (for example, law, social enterprise, public policy, and social work) or (2) entry-level management in a wide range of religious and human service professions.

To facilitate the unique design of their educational program, each student is assigned a departmental faculty member who serves as academic advisor. However, with 120 semester hours required for matriculation, the following four year plan illustrates a possible course distribution.

B.A. IN RELIGION AND PHILOSOPHY
SUGGESTED SEQUENCE OF COURSES

Freshman Year

First Semester		Second Semester	
English 110***	3	English 111*	3
Mathematics 110***	3	Mathematics 111*	3
Computer Info Systems 101*	3	Physical Sciences 112*	3
Ethics 100*	3	Sociology 115*	3
Ethics 000*	0	International Studies 115*	3
Biology 111*	3	Health and Physical Ed 112*	1
Freshman Studies 111*	5	Freshman Studies 112	<u>.5</u>
Health and Physical Ed 111*	<u>1</u>		
TOTAL	16.5	TOTAL	17.5

Sophomore Year

English 112*	3	English 113*	3
Mathematics 112*	3	Communications 210*	3
Ethics 200*	3	Humanities 200**	3
Religion 225**	3	Religion 243**	3
Philosophy 240**	<u>3</u>	Philosophy 243**	<u>3</u>
TOTAL	15	TOTAL	15

Junior Year

Ethics 300*	3	Religion 300**	3
Religion 235**	3	Religion 340**	3
Philosophy 255**	3	Religion or Philosophy Elective**	3
Religion or Philosophy Elective**	3	Elective	3
Elective	<u>3</u>	Elective	<u>3</u>
TOTAL	15	TOTAL	15

Senior Year

Philosophy 370**	3	Philosophy 385**	3
Religion or Philosophy Elective**	3	Religion or Philosophy 499**	3
Elective	3	Elective	3
Elective	3	Elective	<u>3</u>
Elective	<u>3</u>		
TOTAL	15		12

TOTAL HOURS: 120

***** Varies with placement**

*** University Core curriculum**

**** Departmental Requirements**

THE ASSOCIATE OF ARTS IN RELIGIOUS STUDIES PROGRAM

The Department of Religion and Philosophy of Shaw University offers the Associate of Arts Degree in Religious Studies, through the CAPE Program, to meet the needs of the nontraditional student. The primary goal of the Associate of Arts Degree in Religious Studies is to provide quality religious education to persons engaging in ministry, religion or related fields.

Candidates for the Associate of Arts Degree in Religious Studies must fulfill the departmental requirements of 60 semester hours. Of these, the last 30 semester hours must be completed at Shaw University. Each candidate for the associate degree must meet a minimum cumulative grade point average of 2.0. Candidates for the Associate of Arts degree who have earned a cumulative grade point average of 3.0-4.0 will graduate with honors.

Core Requirements (24 hours)

- English 111 and 112 (6)
- Ethics (6)
- Humanities (3)
- Math (3)
- Communications (3)
- Social Science (3)

Departmental Requirements (24 hours)

- REL 225 Introduction to Religion (3)
- REL 234 World Religions or REL 232 Women in Western Religious History
- REL 235 Bible (3)
- REL 236 History of Christianity (3)
- REL 340 African American Religion (3)
- REL ELECTIVES (9)

ELECTIVES (12 hours)

THE MINOR IN RELIGION

The minor in Religion requires 15 semester hours, which are distributed as follows:

- Religion 225, Introduction to Religion 3
- Religion 234, World Religions 3
- Religion 235, Bible 3
- Religion 340, African American Religion 3
- Religion Elective 3

Total Semester Hours: **15**

THE MINOR IN PHILOSOPHY

The minor in Philosophy requires 15 semester hours, which are distributed as follows:

- Philosophy 240, Introduction to Philosophy 3
(In the case where PHI 240 is a departmental requirement, PHI 243, Contemporary Philosophy, is substituted for this course)
- Philosophy 255, Logic and Thinking 3
- Philosophy 370, Body, Mind, and Person 3
- Philosophy 385, African American Philosophy 3
- Philosophy Elective 3

Total Semester Hours: **15**

AMERICAN HUMANICS REQUIREMENT

Required Courses

Six (6) categories of courses are recommended to fulfill the American Humanics academic requirements and competencies in six primary competency areas for Foundation and Professional Development. They are:

1. Management and Human Resources (choose 1)

BUS 204 Principles of Business
BUS 361 Human Resource Management
ETH 300 Professional Ethics
HPE 281 Recreational Leadership
PAD 200 Introduction to Public Administration
PAD 231 Public Personnel Administration
PAD 300 Organizational Theory and Behavior

2. Youth and Human Development (choose 1)

EDU 320 Educational Psychology
EDU 322 Child and Adolescent Psychology
PSY 201 Introduction to Psychology
PSY 204 Psychology of Personality
PSY 210 Human Development
PSY 304 Abnormal Psychology
SOC 211 Introduction to Sociology

- 3. Accounting and Budgeting (choose 1)**
 - ACC 241 Accounting Principles I
 - ACC 242 Accounting Principles II
 - PAD 226 Public Finance and Budgeting
- 4. Communications and Public Relations (choose 1)**
 - BUS 350 Principles of Marketing
 - COM 210 Public Speaking
 - SPP 246 Beginning Sign Language
 - THR 161 Voice and Diction
- 5. Program Planning and Evaluation (choose 1)**
 - CRJ 408 Law Enforcement Planning and Research
 - EDU 250 Teacher as Facilitator
 - EVR 325 Program Evaluation
 - HPE 381 Planning and Administration of Social Recreation
 - SOC 208 Social Change
 - SOC 312 Social Stratification
- 6. Fund Raising and Grant Writing (non-credit course)**

COURSE DESCRIPTIONS

ETHICS

ETH 000 Ethics Seminar (0)

A weekly assembly of all students and faculty involved in Ethics 100 courses. Leaders in the social, private, and public sectors share how their ethical perspectives enable them to deal with moral dilemmas, helping students reflect on the ethical implications of their chosen professions and on the relationships of theory and practice.

ETH 100 Foundations of Knowledge and Ethics (3)

Introduction to *doing* philosophy and ethics by studying other people's ideas of our lives and our world in order that students may clarify and defend their own views of a just moral life and society. This course includes a weekly assembly (ETH 000, Ethics Seminar).

ETH 200 Ethical Concepts and Issues (3) Prerequisite: ETH 100 or permission of instructor

Examination of moral theories from multicultural perspectives so that students can apply these theories to moral concerns of their personal and social lives, such as abortion, sexual freedom, suicide, affirmative action, social welfare, war and peace, and environmental justice. This course includes options for service learning or community service.

ETH 300 Professional Ethics (3) Prerequisites: ETH 100 and ETH 200 or permission of instructor

Nonspecialized and interdisciplinary study of moral issues that arise across and within certain existing and emerging fields and occupations of the public, private, and nonprofit sectors. Students explore models of agency and ethical codes of individual and social responsibility in order to defend ways they would resolve different, complex, and difficult ethical problems of management and service delivery, in their chosen professions.

PHILOSOPHY

PHI 240 Introduction to Philosophy (3)

An exploration of the origin, scope, and limits of questioning in human existence. “Wonderment is the beginning of philosophy.”

PHI 241 Ancient Philosophy (3)

On the questioning of the earliest Western thinkers, and Plato and Aristotle, along with philosophers from ancient cultures.

PHI 242 Modern Philosophy (3)

The rise and development of modernity through the writings of philosophers such as Descartes, Locke, Berkeley, Hume, Kant, Hegel, and Nietzsche.

PHI 243 Contemporary Philosophy (3)

Issues addressing present-day thinkers, such as technology, freedom, meaning, and language.

PHI 255 Logic and Thinking (3)

An examination of logic in its development from the early thinkers to the present and an evaluation of the scope and limits of human thinking.

PHI 304 African Religions and Philosophies (3)

A survey of the many religious and philosophical traditions of Africa, emphasizing common themes in African thought as well as distinct traditions, and including the traditional religions, Islam, and Christianity.

PHI 355 Philosophy and Religion (3) Prerequisite: PHI 240 or permission of instructor

A philosophical study of religious questions and doctrines, as well as examination of theories of religion. Students will investigate the intersection of methodologies between philosophy and religion.

PHI 363 Contemporary Political and Social Philosophy (3)

Studies the central philosophical ideas and concepts in modern political ideologies and evaluates their visions of democratic politics and civil society.

PHI 370 Body, Mind, and Person (3)

An exploration of the body-mind problem in order to gain an understanding of the meaning of person. The course raises such questions as these: What is wholeness of person? What are body and mind and their relation?

PHI 385 African American Philosophy (3)

Surveys African American approaches to the nature and task of philosophy, in contexts of human fulfillment and social justice, from 1917 into our present world.

PHI 481 Independent Study (3) Prerequisite: prior permission of department

Study planned with a professor on a topic not covered by regularly taught courses. The syllabus is developed by the professor and student(s) for approval by the Department.

PHI 499 Senior Project (3) Prerequisite: senior status or permission of the department

A theoretical and/or experimental inquiry into a particular question of religion or philosophy, which is submitted to the Department in the form of a thesis or critical reflection paper.

RELIGION**REL 225 Introduction to Religion (3)**

An examination of the concept of religion and of the phenomena and social practices often classified as “religious”. This course will study the historical construction of “religion” in Western thought and inquire into the adequacy of definitions of religion. Relationships of religion and culture will be emphasized as students look for the interconnection of religion with philosophy, science, politics, and economics.

REL 234 World Religions (3)

Study of religions of the world, including Islam, Judaism, and Christianity as well as, religions of Asia, Africa, and the Americas, with emphasis placed on the origins, beliefs, practices, ethics, and historical development.

REL 235 Bible (3)

How the Bible was written and developed, its teachings and their development, the various versions of the Bible, and its significance in ancient times.

REL 237 Christian Ethics (3)

A study of biblical foundations for Christian ethics, theological traditions of ethical reflection, and contemporary approaches to Christian ethics, including analysis of selected issues and participation in a community-based project.

REL 300 History of Christianity (3)

A survey of the development of the Christian Church from the first century to the present. Major figures and movements as well as significant theological and ecclesiastical themes and controversies will be examined.

REL 304 African Religions and Philosophies (3)

A survey of the many religious and philosophical traditions of Africa, emphasizing common themes in African thought as well as distinct traditions, and including the traditional religions, Islam, and Christianity.

REL 306 Religion in America (3)

A study of the major churches, sects, and other religious groups in America, stressing their growth, organization, beliefs, and practices. The relevance of religion to politics, business, and human welfare is examined.

REL 325 Introduction to Theology (3)

A study of the historical formulation and development of the major Christian doctrines about God, Jesus Christ, Holy Spirit, humanity, and other subjects.

REL 340 African American Religion (3)

Critical study of the religious (philosophical) worldviews and practices of African Americans in the context of their experience from Africa into our present world.

REL 350 Contemporary Religious Thought (3)

A study of influential and controversial topics, movements, and authors in contemporary religious thought, focusing on the careful reading and discussion of significant recent books in theology.

REL 355 Philosophy and Religion (3) Prerequisite: PHI 240 or permission of instructor

A philosophical study of religious questions and doctrines as well as examination of theories of religion. Students will investigate the intersection of methodologies between philosophy and religion.

REL 362 Sociology of Religion (3)

Studies roles of religion in ordering and transforming human personality and social institutions from perspectives of sociology, psychology, and theology and in contexts of contemporary American society and culture.

REL 365 Christianity and the Family (3)

A survey of the impact and influences of the Christian religion, especially the Bible, on the stability and permanency of the modern symbiotic family.

REL 481 Independent Study (3) Prerequisite: prior permission of department

Study planned with a professor on a topic not covered by regularly taught courses. The syllabus is developed by the professor and student(s) for approval by the Department.

REL 499 Senior Project (3) Prerequisite: senior status or permission of the department

A theoretical and/or experimental inquiry into a particular question of religion or philosophy, which is submitted to the Department in the form of a thesis or critical reflection paper.

Degrees Offered

Bachelor of Arts Degrees in Africana Studies, International Relations, Political Science, Psychology, Sociology, Sociology: Concentration: Criminal Justice, Sociology: Concentration: Gerontology, & Bachelor of Social Work (BSW)

PURPOSE OF THE DEPARTMENT

The primary purpose of this Department is to provide students with a liberal arts education that enables them to initiate employment or to pursue their education in graduate or professional schools. Students of the Department will attain fundamental knowledge of the basic concepts, principles, theories, research methods, and skills in critical thinking and problem solving. Students will also develop awareness about the value of life and commitment to human principles.

The Department offers the following majors:

- Africana Studies*
- International Relations*
- Political Science*
- Psychology
- Sociology
- Sociology (Concentration: Criminal Justice)
- Sociology (Concentration: Gerontology)
- Social Work

Students majoring in psychology, sociology, and sociology with a concentration in gerontology are required to complete 120 semester hours. This total is divided into the following: University Core (48 semester hours), Department Core (18 semester hours), Major Core (30 semester hours) and Electives (24 semester hours), to be determined as Restricted or General electives by the respective academic advisor.

The department offers a course set of four for its students and for students from other departments. This course set addresses Evaluation Research (EVR) and is listed under the major of sociology.

DEPARTMENT CORE

Students of this Department are required to take the following six courses*:

CRJ 200:	Introduction to Criminal Justice	GRT 202:	Introduction to Gerontology
EVR 200:	Elementary Statistics	SOW 210:	Introduction to Social Work
PSY 201:	Introduction to Psychology	SOC 211:	Introduction to Sociology

***-Majors not applicable**

The Africana Studies Major

Africana Studies is an interdisciplinary major, combining African-American studies, African studies and Caribbean studies. Students receive an in-depth education in the history, culture and struggles of African Americans, while maintaining the ability to pursue a wide range of careers from business, teaching, foreign service, public service, humanitarian aid, media or economic development. The major requires 30 credit hours (10 courses), of which 6 specific courses are required and 4 courses can be taken from a pool of courses from various Departments. At least a year of foreign language and a study abroad are highly recommended for this major.

Major Requirements are:

AFR 271	Early Africa
AFR 372	Contemporary Africa
ENG 314/AFR 314	African American Literature
HIS 203/AFR203	African American History I
HIS 204/AFR 204	African American History II
AFR 400	Black Liberation Thought and Struggles

Four courses can be selected from the following courses:

INT 320	African Americans in Amer. Politics	REL 340	African American Religion
INT 220	Islamic Civilization	PHI 385	African American Philosophy
INT 221	Islam in the Contemporary Period	GRT 320	Minority Aging
INT 226	Contemp Middle East and N. Africa	SOC 300	Social Problems
INT 365	The Caribbean	SOC 308	Social Change
INT 421	Latin America	SOC 315	Race and Ethnic Relations
ENG 313	Comparative Literature	MUS 355/356	Jazz History and Lit. I and II
ENG 420	Special Topics in African Amer.	THR 226	African American Theatre
REL 234	World Religions	AFR 250	Black Women in Africa and the
PHI 304	African Religions and Philosophies	Diaspora	

B.A. IN AFRICANA STUDIES

Academic Advisement – SUGGESTED SEQUENCE OF COURSES

Freshman Year

Fall Semester

ENG 110***	English & Comp I*
MAT 110***	Basic Math*
INT 115	World Civilizations*
ETH 100	Foundation Ethics*
ETH 000	Ethics Seminar*
BIO 111	Biological Sciences*
FRS 111	Freshman Studies*

TOTAL

15.5

Spring Semester

3	ENG 111	English & Comp I*	3
3	MAT 111	General Math I*	3
3	CIS 101	Concepts of Computers*	3
3	INT 121	Intro World Politics	3
0	POL 150	Intro Political Science	3
3	FRS 112	Freshman Studies	<u>.5</u>

TOTAL

15.5

Sophomore Year

Fall Semester

ENG 112 Comp & Argument*
MAT 112 General Math II*
SOC 115 Intro Social Science*
AFR 203 African-Am. Hist. I
Foreign Language 1
HPE 111 Personal Health*
1

TOTAL

Spring Semester

3 ENG 113 Comp & Research* 3
3 ETH 200 Ethical Concepts* 3
3 AFR 204 African-Am. Hist. II 3
3 Foreign Language 2 3
3 HPE 112 Fundamental Skills* 1

16 TOTAL

13

Junior Year

Fall Semester

PHY 112 Intro Physical Science*
ETH 300 Professional Ethics*
INT 271 Early Africa
COM 210 Public Speaking*
Foreign Language 3
3

TOTAL

15

Spring Semester

3 STUDY ABROAD

Senior Year

Fall Semester

AFR 350 Black Liberation Thought
Electives
12

TOTAL

15

Spring Semester

3 INT 372 Contemporary Africa
3 Elective 12

15 TOTAL

15

TOTAL HOURS = 120 * University Core Requirement * Varies with placement**

The International Relations Major

The International Relations major offers a broad overview of all aspects of international affairs—politics, economics, global issues and world cultures. Majors must complete 33 credit hours of course work plus 12 credit hours of one foreign language. All majors also must complete University Core Requirements, which are listed elsewhere in this catalog.

Major Requirements are:

INT 121 Introduction to World Politics	POL 351 US Government
INT 252 International Relations	INT 411 US Foreign Policy
INT 390 International Political Economy	INT 492 Seminar
POL 150 Intro. to Political Science	BUS 260 Principles of Macroeconomics
INT 241 International Organizations	

Two Area Studies Courses chosen from the following:

INT 226 Contemp. Middle East & N. Africa	INT 372 Contemporary Africa
INT 357 Twentieth Century Europe	INT 405 East Asia
INT 365 The Caribbean	INT 421 Latin America.

See page 90 for American Humanics Course Requirements.

B.A. IN INTERNATIONAL RELATIONS
Suggested Sequence Of Courses

Freshman Year

Fall Semester		Spring Semester	
ENG 110*** English & Comp I*	3	ENG 111 English & Comp II*	3
MAT 110*** Basic Math*	3	MAT 111 General Math I*	3
INT 115 World Civilizations*	3	CIS 101 Concepts of Computers*	3
ETH 100 Foundation of Ethics*	3	INT 121 Intro World Politics	3
ETH 000 Ethics Seminar*	0	POL 150 Intro Political Science	3
BIO 111 Biological Sciences*	3	FRS 112 Freshman Studies	<u>.5</u>
FRS 111 Freshman Studies*	<u>.5</u>		
TOTAL	15.5		15.5

Sophomore Year

Fall Semester		Spring Semester	
ENG 112 Comp & Argument*	3	ENG 113 Comp & Research*	3
MAT 112 General Math II*	3	ETH 200 Ethical Concepts*	3
BUS 204 Principles of Business	3	BUS 260 Prin Macroeconomics	3
INT 252 International Relations	3	Foreign Language 2	3
Foreign Language 1	3	HPE 112 Fundamental Skills*	<u>1</u>
HPE 111 Personal Health*	<u>1</u>		
TOTAL	16		13

Junior Year

Fall Semester		Spring Semester	
ETH 300 Professional Ethics*	3	PHY 112 Intro Physical Science*	3
COM 210 Public Speaking*	3	HUM 200 Humanities*	3
SOC 115 Intro Social Science*	3	POL 351 US Government	3
INT 241 International Organizations	3	Foreign Language 4	3
Foreign Language 3	<u>3</u>	Elective	<u>3</u>
TOTAL	15		15

Senior Year

Fall Semester		Spring Semester	
INT 390 International Political Econ	3	INT 492 Seminar	3
INT 411 US Foreign Policy	3	Area Studies	3
Area Studies	3	Elective	3
Elective	3	Elective	3
Elective	<u>3</u>	Elective	<u>3</u>
TOTAL	15		15

TOTAL HOURS = 120

**University Core Requirement*

****Varies with placement*

The International Studies Major Concentration: International Business

This major is intended for students who wish to pursue a career in business with a specialization in the international dimension or a career in international affairs with a specialization in economics and business. Both of these career tracks are in high demand.

The Concentration requires a total of 36 credit hours plus 12 credit hours of one foreign language. All majors must also complete University Core Requirements, which are listed elsewhere in this catalog.

The Major Requirements are:

INT 121 Introduction to World Politics	INT 491 International Development
INT 252 International Relations	INT 492 Seminar
INT 341 International Business	ACC 241 Accounting Principles I
INT 390 International Political Economy	ACC 242 Accounting Principles II
INT 410 International Marketing	PAD 320 Organ. Theory and Behavior

Two Area Studies Courses chosen from the following:

INT 226 Contemp. Middle East & N. Africa	INT 372 Contemporary Africa
INT 357 Twentieth Century Europe	INT 405 East Asia
INT 365 The Caribbean	INT 421 Latin America

**B.A. IN INTERNATIONAL STUDIES
INTERNATIONAL BUSINESS CONCENTRATION
SUGGESTED SEQUENCE OF COURSES**

Freshman Year

Fall Semester		Spring Semester	
ENG 110*** English & Comp I*	3	ENG 111 English & Comp II*	3
MAT 110*** Basic Math*	3	MAT 111 General Math I*	3
INT 115 World Civilizations*	3	CIS 101 Concepts of Computers*	3
ETH 100 Ethics*	3	INT 121 Intro World Politics	3
ETH 000 Ethics Seminar*	0	SOC115 Intro Social Science*	3
BIO 111 Biological Sciences*	3	FRS 112 Freshman Studies	<u>.5</u>
FRS 111 Freshman Studies	<u>.5</u>		
TOTAL	15.5		15.5

Sophomore Year

Fall Semester		Spring Semester	
ENG 112 Comp & Argument*	3	ETH 200 Ethical Concepts*	3
MAT 112 General Math II*	3	ENG 113 Comp & Research*	3
ACC 241 Accounting Principles I	3	ACC 242 Accounting Principles II	3
BUS 204 Principles of Business	3	BUS 260 Prin Macroeconomics	3
INT 252 International Relations	3	HPE 112 Fundamental Skills*	<u>1</u>
HPE 111 Personal Health*	<u>1</u>		
TOTAL	16		13

Junior Year

Fall Semester

COM 210 Public Speaking*	3
PAD 320 Organization Theory	3
Area Studies	3
Foreign Language 1	3
Elective	<u>3</u>
TOTAL	15

Spring Semester

HUM 200 Humanities*	3
PHY 112 Intro Physical Science*	3
INT 341 International Business	3
Area Studies	3
Foreign Language 2	<u>3</u>
	15

Senior Year

Fall Semester

ETH 300 Professional Ethics	3
INT 390 International Political Econ	3
BUS 350 Principles of Marketing	3
Area Studies	3
Foreign Language 3	<u>3</u>
TOTAL	15

Spring Semester

INT 410 International Marketing	3
INT 491 International Development	3
Foreign Language 4	3
Elective	3
Elective	<u>3</u>
	15

TOTAL HOURS = 120

** University Core Requirement*

***** Varies with placement**

MINOR IN POLITICAL SCIENCE

Students majoring in Criminal Justice, Public Administration, Media, or International Relations, as well as students interested in Law School, can strengthen their program with a minor in Political Science.

Students must complete 15 credit hours in the political science discipline. No course taken for the minor can be used to fulfill the requirement for another major or minor.

All students must take a core of three courses (9 credit hours):

- POL 150 Introduction to Political Science
- INT 450 Modern Political Theory
- POL 351 U.S. Government

Students may take the remaining two courses (6 credit hours) from any of the following courses:

- POL 210 Comparative Politics
- POL 320 African Americans in American Politics
- POL 371 International Law
- INT 430 Democratization and Human Rights
- CRJ 305 Constitutional Law (pre-requisite CRJ 200)
- CRJ 400 Criminal Law (pre-requisite CRJ 200)
- PAD 351 Urban Administration and Social Change (pre-requisite PAD 200)
- PAD 372 Public Policy Analysis (pre-requisite PAD 200)
- PAD 401 Management of State and Local Governments (pre-requisite PAD 200)

MINOR IN INTERNATIONAL RELATIONS

Students desiring to minor in International Relations must complete 15 credit hours or 5 courses. Each minor must take INT 121 Introduction to World Politics and INT 252 International Relations. For the remaining three courses, students may choose any course offered by the Department except for political science courses—POL 150, 210, 320, 351 and 450.

The Political Science Major

The political science major offers a full coverage of the fields of political science: American politics, comparative politics, international politics and political theory. Majors must complete 42 credit hours of course work (14 courses). Each student must take 11 specific courses and they can choose 3 additional courses from three areas.

Major Requirements are:

POL 150 Introduction to Political Science	POL 425 Amer. Congress and the Presidency
POL 201 U.S. Government	POL 450 Modern Political Thought
POL 210 Comparative Politics	POL 492 Seminar
INT 252 International Relations	CRJ 200 Introduction to Criminal Justice
POL 320 African Amer. in Amer. Politics	CRJ 305 Constitutional Law
POL 420 Urban Politics	

Three courses can be selected from any of the offerings in the:

- Department of International Studies
- Department of Criminal Justice
- Department of Public Administration (any course designated as “PAD”)
- Department of Sociology (any course designated as “SOC”)

B.A. IN POLITICAL SCIENCE

Academic Advisement - SUGGESTED SEQUENCE OF COURSES

Freshman Year

Fall Semester

ENG 110*** English & Comp I*	3
MAT 110*** Basic Math*	3
INT 115 World Civilizations*	3
ETH 100 Foundation of Ethics*	3
ETH 000 Ethics Seminar*	0
BIO 111 Biological Sciences*	3
FRS 111 Freshman Studies	<u>.5</u>
TOTAL	15.5

Spring Semester

ENG 111 English & Comp II*	3
MAT 111 General Math I	3
CIS 101 Concepts of Computers*	3
INT 121 Intro World Politics	3
POL 150 Intro Political Science	3
FRS 112 Freshman Studies	<u>.5</u>
TOTAL	15.5

Sophomore Year

Fall Semester

ENG 112 Comp & Argument*	3
MAT 112 General Math II*	3
SOC 115 Intro Social Science	3
INT 252 International Relations	3
CRJ 200 Intro Criminal Justice	3
HPE 111 Personal Health*	<u>1</u>
TOTAL	16

Spring Semester

ENG 113 Comp & Research*	3
ETH 200 Ethical Concepts*	3
COM 210 Public Speaking	3
POL 201 US Government	3
HPE 112 Fundamental Skills*	<u>1</u>
TOTAL	13

Junior Year

Fall Semester

ETH 300 Professional Ethics*	3
POL 420 Urban Politics	3
POL 425 Am. Congress & President	3
Elective	3
Elective	<u>3</u>
TOTAL	15

Spring Semester

PHY 112 Intro Physical Science*	3
HUM 200 Humanities*	3
POL 320 African Am. In Politics	3
CRJ 305 Constitutional Law	3
Elective	<u>3</u>
TOTAL	15

Senior Year

Fall Semester

POL 450 Modern Political Thought	3
Electives	<u>12</u>
TOTAL	15

Spring Semester

POL 492 Seminar	3
Electives	<u>12</u>
TOTAL	15

TOTAL HOURS = 120 *University Core Requirement *Varies with placement**

The Sociology Major

Sociology is the study of society as a web of diverse and numerous social groups that interact with one another based on the respective values and norms. Students majoring in sociology will learn about society's many social institutions, social groups, social structures, and social processes, and the forces that underlie social change and stability in society.

Major Core⁺⁺

SOC 215:	Marriage and Family	EVR 322:	Introduction to Research
SOC 300:	Social Problems	SOC 341:	Social Psychology
SOC 308:	Social Change	SOC 344:	History of Sociology
SOC 312:	Social Stratification	SOC 450:	Sociological Theory
SOC 315:	Race & Ethnic Relations	SOC 491:	Seminar in Sociology
EVR 300:	Research and Portfolio Development (CAPE only)		

⁺⁺ - Except Criminal Justice Concentration

B.A. IN SOCIOLOGY
Academic Advisement — SUGGESTED SEQUENCE OF COURSES

Freshman Year

First Semester

FRS 111 Freshman Studies*	.5
HPE 111 Health & Phy Education	1
ENG 110*** College English & Comp I*	3
MAT 110*** Basic Math*	3
BIO 111 Intro to Biological Science*	3
ETH 100 Found of Know of & Ethics	3
ETH 000 Ethics Seminar	<u>0</u>
TOTAL	13.5

Second Semester

HPE 112 Health & Phy Education	1
ENG 111 English & Composition II*	3
MAT 111 General Mathematics I*	3
SOC 115 Intro to Social Science*	3
HUM 200 Intro to Humanities*	3
FRS 112 Freshman Studies*	.5
GRT 202 Intro to Gerontology	<u>3</u>
	16.5

Sophomore Year

INT 115 Survey of World Civilization*	3
ENG 112 College Comp & Argument	3
COM 210 Public Speaking*	3
CRJ 200 Intro to Criminal Justice	3
SOC 211 Introduction to Sociology	<u>3</u>
TOTAL	15

PHY 112 ntro to Physical Science*	3
ENG 113 College Comp & Research*	3
ETH 200 Ethical Concepts & Issues*	3
CIS 101 Concepts of Computers*	3
MAT 112 General Mathematics II*	<u>3</u>
	15

Junior Year

EVR 200 Elementary Statistics	3
PSY 201 Introduction to Psychology	3
SOC 215 Marriage & Family	3
SOW 210 Intro to Social Work	3
SOC 315 Race & Ethnic Relations	<u>3</u>
TOTAL	15

SOC 300 Social Problems	3
SOC 344 History of Sociology	3
EVR 300 Research & Portfolio Dev	3
SOC 312 Social Stratification	3
Elective	<u>3</u>
	15

Senior Year

SOC 341 Social Psychology	3
SOC 308 Social Change	3
SOC 450 Sociological Theory	3
Elective	<u>6</u>
TOTAL	15

EVR 322 Introduction to Research	3
SOC 491 Seminar in Sociology	3
ETH 300 Professional Ethics*	3
Elective	<u>6</u>
	15

**University Core*

**** Varies with placement*

TOTAL HOURS: 120

The Sociology Major (Concentration Gerontology)

Gerontology is the study of the aged and the aging process. This concentration is designed to help students understand the status of the elderly and to give them an appreciation for gerontology. In the process of their educational career, students will learn about theories,

concepts, principles, and problems related to aging mostly from a sociological perspective. They will also gain insight into the society's response to old age and how this influences the aging process.

Major Core (Three Credit Hours each):

GRT 241	Helping Professions
SOC 300	Social Problems
EVR 300	Research & Portfolio Development (CAPE Only)
PSY 304	Abnormal Psychology
GRT 313	Psychology of Aging
GRT 314	Aging and the Contemporary Community
GRT 320	Minority Aging
EVR 322	Introduction to Research
GRT 460	Economics of Aging
GRT 485	Death and Dying
GRT 490	Seminar in Gerontology

B.A. in Sociology (Concentration Gerontology) **Academic Advisement — SUGGESTED SEQUENCE OF COURSES**

Freshman Year

Fall Semester Spring Semester

FRS 111 Freshman Studies*	.5	HPE 112 Health & Phy Education*	1
HPE 111 Health & Phy Education*	1	ENG 111 College English & Comp II*	3
ENG 110*** College English & Comp I*	3	MAT 111 General Mathematics I*	3
MAT 110*** Basic Math*	3	SOC 115 Intro to Social Science*	3
BIO 111 Intro to Bio Science*	3	HUM 200 Intro to Humanities*	3
ETH 100 Found of Know & Ethics	3	Elective	3
ETH 000 Ethics Seminar	<u>0</u>	FRS 112 Freshman Studies	<u>.5</u>
TOTAL	13.5		15.5

Sophomore Year

INT 115 Survey of World Civ.*	3	PHY 112 Intro to Physical Science*	3
ENG 112 College Comp & Argument*	3	ETH 200 Ethical Concepts & Issues*	3
COM 210 Public Speaking*	3	CIS 101 Concepts of Computers*	3
CRJ 200 Intro to Criminal Justice	3	MAT 112 General Mathematics II*	3
SOC 211 Intro to Sociology	3	ENG 113 College Comp & Research*	3
or			
GRT 202 Introduction to Gerontology	<u>3</u>		
TOTAL	15		15

Junior Year

EVR 200 Elementary Statistics	3	ETH 300 Professional Ethics*	3
PSY 201 Intro to Psychology	3	SOC 300 Social Problems	3
GRT 241 Helping Professions	3	PSY 304 Abnormal Psychology	3
SOW 210 Intro to Social Work	3	Elective	<u>6</u>
EVR 300 Research & Portfolio Dev	<u>3</u>		
TOTAL	15		15

Senior Year

GRT 313 Psychology of Aging	3	EVR 322 Intro to Research	3
GRT 320 Minority Aging	3	GRT 460 Economics of Aging	3
GRT 485 Death and Dying	3	GRT 490 Seminar in Gerontology	3
GRT 314 Aging & Cont. Community	3	Elective	<u>6</u>
Elective	<u>3</u>		
TOTAL	15		15

**University Core*

***** Varies with placement**

TOTAL HOURS: 120

The Sociology Major (Concentration Criminal Justice)

The concentration in criminal justice consists of a 10-course sequence with an emphasis in either Law Enforcement and Police Science, Corrections and Social Rehabilitation, or Pre-Law. Students are required to complete the university core courses (54), the departmental core courses (12), electives (24) and the 10-course sequence in one of the above concentrations, for a total of 120 semester hours. The grade of "C" or above must be earned in all major courses. **All CAPE students are required to take EVR 300.**

LAW ENFORCEMENT AND POLICE SCIENCE-EMPHASIS

The law enforcement and police science emphasis is designed to prepare individuals for careers in law enforcement at the local, state and federal levels.

The major core courses are as follows:

CRJ 200: Introduction to Criminal Justice	3	GRT 202: Introduction to Gerontology	3
PSY 201: Introduction to Psychology	3	SOC 211: Introduction to Sociology	3

Requirements

CRJ 300: Intro to Law Enforcement	3	CRJ 313: Basic Criminal Procedure	3
CRJ 301: Court Administration	3	CRJ 400: Criminal Law	3
CRJ 302: Juvenile Delinquency	3	CRJ 403: Basic Criminal Investigation	3
CRJ 307: Probation & Parole	3	CRJ 408: Law Enforcement Planning	3
CRJ 311: Evidence Law Enforcement	3	CRJ 431: Seminar Criminal Justice	3

B.A. IN SOCIOLOGY
Concentration: Criminal Justice Emphasis: Law Enforcement
Academic Advisement – Suggested Sequence of Courses

(First Semester)

(Second Semester)

Freshman Year

*FRS 111 Freshman Studies	.5	*HPE 112 Health & Phy Ed	1
*HPE 111 Health & Phy Ed	1	*ENG 111 English Comp II	3
*ENG 110*** English Comp I	3	*MAT 111 General Math I	3
*MAT 110** Basic Math	3	*INT 115 Survey World Civ	3
*BIO 111 Intro to Bio Sc	3	*SOC 115 Survey of Soc Sc	3
*ETH 100 Foundations	3	FRS 112 Freshman Studies	.5
*ETH 000 Seminar	<u>0</u>	Elective	<u>3</u>
TOTAL	13.5		16.5

Sophomore Year

*ENG 112 Comp & Argument	3	*ETH 200 Ethical Concepts	3
*PHY 112 Intro to Phy Sc	3	*HUM 200 Humanities	3
*CIS 101 Concepts of Computer	3	*COM 210 Public Speaking	3
*MAT 112 General Math II	3	SSC 202 Intro to Gerontology	3
CRJ 200 Intro to Criminal Justice	<u>3</u>	*ENG 113 Comp & Research	<u>3</u>
TOTAL	15		15

Junior Year

*ETH 300 Professional Ethics	3	CRJ 302 Juvenile Delinquency	3
CRJ 300 Intro to Law Enforcement	3	CRJ 307 Probation & Parole	3
CRJ 301 Court Admin	3	CRJ 311 Evidence for Law E	3
PSY 201 Intro to Psychology	3	SOC 211 Intro to Sociology	3
Elective	<u>3</u>	Elective	<u>3</u>
TOTAL	15		15

Senior Year

CRJ 313 Basic Criminal Procedure	3	CRJ 408 Law Enforcement Planning	3
CRJ 400 Criminal Law	3	CRJ 431 Seminar in Criminal Justice	3
CRJ 403 Basic Criminal Inv.	3	Elective	3
Elective	3	Elective	3
Elective	<u>3</u>	Elective	<u>3</u>
TOTAL	15		15

TOTAL - 120 SEMESTER HOURS

*** **Varies with placement**

CORRECTIONS AND SOCIAL REHABILITATION-EMPHASIS

The corrections and social rehabilitation emphasis is specifically designed to prepare individuals for careers in the area of corrections at the local, state and federal levels.

The major core courses are as follows:

CRJ 200: Introduction to Criminal Justice	3	GRT 202: Introduction to Gerontology	3
PSY 201: Introduction to Psychology	3	SOC 211: Introduction to Sociology	3

Requirements

CRJ 203: Criminology	3	CRJ 311: Evidence Law Enforcement	3
CRJ 301: Court Administration	3	CRJ 313: Basic Criminal Procedure	3
CRJ 302: Juvenile Delinquency	3	CRJ 401: Law and Corrections	3
CRJ 307: Probation & Parole	3	CRJ 402: Community Based Corrections	3
CRJ 310: Introduction to Correction	3	CRJ 431: Seminar Criminal Justice	3

B.A. IN SOCIOLOGY

Concentration: Criminal Justice Emphasis: Correction and Rehabilitation Academic Advisement – Suggested Sequence of Courses

(First Semester)

(Second Semester)

Freshman Year

*FRS 111 Freshman Studies	.5	*HPE 112 Health & Physical Ed	1
*HPE 111 Health & Physical Ed	1	*ENG 111 English Comp II	3
*ENG 110*** English Comp I	3	*MAT 111 General Math I	3
*MAT 110 Basic Math	3	*SOC 115 Survey of Soc Sc	3
*BIO 111 Intro to Bio Sc	3	*INT 115 Survey of World Civilization	3
*ETH 100 Foundations	3	FRS 112 Freshman Studies	.5
*ETH 000 Seminar	<u>0</u>	Elective	<u>3</u>
TOTAL	13.5		16.5

Sophomore Year

*ENG 112 Comp & Argument	3	CRJ 203 Criminology	3
*PHY 112 Intro to Physical Science	3	*HUM 200 Humanities	3
*CIS 101 Concepts of Computers	3	*COM 210 Public Speaking	3
*MAT 112 General Math II	3	*ETH 200 Ethical Concepts	3
CRJ 200 Intro to Criminal Justice	<u>3</u>	*ENG 113 Comp & Research	<u>3</u>
TOTAL	15		15

Junior Year

*ETH 300 Professional Eth	3	CRJ 307 Probation & Parole	3
SOC 211 Intro to Sociology	3	CRJ 310 Intro to Correct	3
CRJ 301 Court Admin	3	CRJ 302 Juvenile Delinquency	3
PSY 201 Intro to Psychology	3	SOC 202 Intro to Gerontology	3
Elective	<u>3</u>	Elective	<u>3</u>
TOTAL	15		15

Senior Year

CRJ 311 Evidence Law Enforcement	3	CRJ 402 Community Based Corrections	3
CRJ 313 Basic Criminal Proc.	3	CRJ 431 Seminar in Criminal Justice	3
CRJ 401 Law and Corrections	3	Elective	3
Elective	3	Elective	3
Elective	<u>3</u>	Elective	<u>3</u>
TOTAL	15		15

TOTAL - 120 SEMESTER HOURS

***** Varies with placement**

See page 90 for American Humanics Course Requirements.

PRE-LAW-EMPHASIS

The pre-law emphasis is specifically designed for those individuals who desire to attend law school.

The pre-law emphasis core courses are as follows:

CRJ 200: Introduction to Criminal Justice	3	SOC 202: Introduction to Gerontology	3
PSY 201: Introduction to Psychology	3	SOC 211: Introduction to Sociology	3

Requirements

CRJ 203: Criminology	3	CRJ 313: Basic Criminal Procedure	3
CRJ 301: Court Administration	3	CRJ 320: Court Procedure	3
CRJ 302: Juvenile Delinquency	3	CRJ 400: Criminal Law	3
CRJ 305: Constitutional Law	3	CRJ 431: Seminar Criminal Justice	3
CRJ 311: Evidence Law Enforcement	3	BUS 201: Business Law	3

B.A. IN SOCIOLOGY
Concentration: Criminal Justice Emphasis: Pre-Law
Academic Advisement – Suggested Sequence of Courses

(First Semester)

(Second Semester)

Freshman Year

*FRS 111 Freshman Studies	.5	*HPE 112 Health & Phy Ed	1
*HPE 111 Health & Phy Ed	1	*ENG 111 English Comp II	3
*ENG 110*** English Comp I	3	*MAT 111 General Math I	3
*MAT 110*** Basic Math	3	*INT 115 Survey World Civ	3
*BIO 111 Intro to Bio Sc	3	*SOC 115 Survey Soc Sc	3
*ETH 100 Foundations	3	FRS 112 Freshman Studies	.5
*ETH 000 Seminar	<u>0</u>	Elective	<u>3</u>
TOTAL	13.5		16.5

Sophomore Year

*ENG 112 Comp & Argument	3	CRJ 203 Criminology	3
*PHY 112 Intro to Phy Sc	3	*HUM 200 Humanities	3
*CIS 101 Concepts of Computers	3	*COM 210 Public Speaking	3
*MAT 112 General Math II	3	*ETH 200 Ethical Concepts	3
CRJ 200 Intro to Crim Jus	<u>3</u>	*ENG 113 Comp & Research	<u>3</u>
TOTAL	15		15

Junior Year

*ETH 300 Professional Eth	3	CRJ 305 Constitutional Law	3
SOC 211 Intro to Soc	3	BUS 201 Business Law	3
CRJ 301 Court Adm	3	CRJ 302 Juvenile Delin	3
PSY 201 Intro to Psy	3	SOC 202 Intro to Geron	3
Elective	<u>3</u>	Elective	<u>3</u>
TOTAL	15		15

Senior Year

CRJ 313 Basic Crim Proc	3	CRJ 311 Evidence Law Enf	3
CRJ 400 Criminal Law	3	CRJ 320 Court Procedure	3
Elective	3	CRJ 431 Seminar Crim Jus	3
Elective	3	Elective	3
Elective	<u>3</u>	Elective	<u>3</u>
TOTAL	15		15

TOTAL - 120 SEMESTER HOURS

***** Varies with placement**

ASSOCIATE DEGREE

The Associate of Arts Degree requires the completion of 60 hours as indicated below:

The required courses for the associate degree are as follows:

*ENG 110***: English Composition I	PSY 201: Introduction to Psychology
*ENG 111: English Composition II	SOC 211: Introduction to Sociology
*ENG 112: Composition & Argument	CRJ 200: Introduction to Criminal Justice
*ENG 113: Composition & Research	CRJ 203: Criminology
*CIS 101: Concepts of Computers	CRJ 301: Court Administration
*BIO 111: Introduction to Bio Science	CRJ 302: Juvenile Delinquency
*MAT 111: General Math I	CRJ 307: Probation & Parole
*MAT 112: General Math II	CRJ 313: Basic Criminal Procedure
*COM 210: Public Speaking	

Nine hours of electives, in addition to the above courses, are also required for a total of sixty (60) semester hours.

* *University core course*

The Psychology Major

Psychology is the systematic study of individuals' behavior, affect, and mental processes. This major acquaints students with the fundamental concepts, theories, and methods of scientific research of the discipline. The major also allows students to apply psychological principles to everyday life.

Major Core

PSY 204:	Psychology of Personality
PSY 210:	Human Development
PSY 304:	Abnormal Psychology
PSY 310:	Experimental Psychology
EVR 300:	Research & Portfolio Development (CAPE Only)
EVR 322:	Introduction to Research
PSY 330:	Physiological Psychology
EDU 415:	Tests and Measurements
SOC 341:	Social Psychology
PSY 470:	History of Psychology
PSY 492:	Seminar in Psychology

B.A. IN PSYCHOLOGY
Academic Advisement — SUGGESTED SEQUENCE OF COURSES

Freshman Year

First Semester

FRS 111 Freshman Studies*	.5
HPE 111 Health & Phy Education	1
ENG 110*** College English & Comp I*	3
MAT 110*** Basic Math*	3
BIO 111 Intro to Biological Science*	3
ETH 100 Found of Know of Ethics	3
ETH 000 Ethics Seminar	0
TOTAL	13.5

Second Semester

HPE 112 Health & Phy Education	1
ENG 111 College English & Comp II*	3
MAT 111 General Mathematics I*	3
SOC 115 Intro to Social Science*	3
HUM 200 Intro to Humanities*	3
INT 115 Survey of World Civilizations*	3
FRS 112 Freshman Studies	.5
TOTAL	16.5

Sophomore Year

ENG 112 College Comp & Argument*	3
PSY 201 Introduction to Psychology	3
CRJ 200 Intro to Criminal Justice	3
GRT 202 Introduction to Gerontology	3
MAT 112 General Mathematics II*	3
or	
EVR 300 Research & Portfolio Dev	3
TOTAL	15

PHY 112 Intro to Physical Science*	3
ETH 200 Ethical Concepts & Issues*	3
COM 210 Public Speaking*	3
CIS 101 Concepts of Computers*	3
ENG 113 College Comp & Research	3

Junior Year

EVR 200 Elementary Statistics	3
PSY 204 Psychology of Personality	3
SOC 211 Introduction to Sociology	3
SOW 210 Introduction to Social Work	3
Elective	3
TOTAL	15

PSY 210 Human Development	3
PSY 304 Abnormal Psychology	3
PSY 330 Physiological Psychology	3
SOC 341 Social Psychology	3
ETH 300 Professional Ethics*	3
TOTAL	15

Senior Year

PSY 310 Experimental Psychology	3
EVR 322 Introduction to Research	3
PSY 470 History of Psychology	3
Elective	6
TOTAL	15

PSY 350 Psychology of Learning	3
PSY 492 Seminar in Psychology	3
Elective	9
TOTAL	15

* *University Core*

*** *Varies with placement*

TOTAL HOURS: 120

The Social Work Major

Social work seeks to provide remediation to human problems by directly helping the affected groups and individuals, and by enabling them to stand on their feet when possible. Social work is intertwined with the system of social welfare. The idea of social welfare itself is rooted in the assumption that a decent human society should provide reasonable opportunity, security, and service for its members, especially those in need. The major helps students to understand social work as principles, themes, and practices as all these are connected to the existing system of social welfare.

Major Core

SOW 235	The American Social Welfare System
GRT 241	Helping Professions
EVR 300	Research & Portfolio Development (CAPE Only)
SOC 300	Social Problems
SOC 315	Race and Ethnic Relations
EVR 322	Introduction to Research
SOW 345	Working with Families
SOW 375	Social Work Practice with Organizations
SOW 400	Housing & Government-related Programs
GRT 485	Death & Dying
SOW 493	Seminar in Social Work

B.A. IN SOCIAL WORK

Academic Advisement — SUGGESTED SEQUENCE OF COURSES

Freshman Year

Fall Semester

FRS 111 Freshman Studies*	.5
HPE 111 Health & Phy Education*	1
ENG 111 College English & Comp II*	3
MAT 111 General Mathematics I*	3
BIO 111 Intro to Biological Science*	3
ETH 100 Found of Know & Ethics*	3
ETH 000 Ethics Seminar	0
TOTAL	13.5

Spring Semester

HPE 112 Health & Phy Education*	1
ENG 112 College English & Comp II*	3
MAT 112 General Mathematics I*	3
SOC 115 Intro to Social Science*	3
CIS 101 Concepts of Computers*	3
PHY 112 Intro to Physical Science*	3
FRS 112 Freshman Studies*	.5
TOTAL	16.5

Sophomore Year

ETH 200 Ethical Concepts & Issues*	3
ENG 113 College Comp & Argument*	3
MCO 210 Public Speaking*	3
SOW 210 Introduction to Social Work	3
GRT 202 Introduction to Gerontology	3
TOTAL	15

INT 115 Survey of World Civilizations*	3
SOC 211 Introduction to Sociology	3
CRJ 200 Intro Criminal Justice	3
PSY 201 Intro to Psychology	3
EVR 200 Elementary Statistics	3
TOTAL	15

Junior Year

SOW 235 American Soc. Welfare	3	EVR 300 Research & Portfolio	3
ETH 300 Professional Ethics	3	SOW 373 Social Practice with Ind.	3
SOW 301 Human Behavior I	3	SOW 302 Human Behavior II	3
EVR 322 Intro to Research	3	SOW 373 Social Work with individuals	3
SOW 371 Intro to Generalist Practice	<u>3</u>	SOW 303 Cultural Diversity	<u>3</u>
TOTAL	15		15

Senior Year

SOW 375 S W Practice With Groups	3	SOW 377 Practice w. Com. & Orgs.	3
SOW 491 Family Counseling	3	SOW474 Field Practice II	3
PSY 304 Abnormal Psychology	3	SOW 474 A Field Practice II Seminar	3
SOW 472 Field Practice I	3	GRT 485 Death and Dying	3
SOW 472A: Field Practice I Seminar	<u>3</u>	SOW 493 Seminar in Social Work	<u>3</u>
TOTAL	15		15

** University Core*

TOTAL HOURS: 120

COURSE DESCRIPTIONS

AFR 203/HIS 203 African American History I (3)

AFR 204/HIS 204 African American History II (3)

AFR 314/ENG 314 African American Literature (3)

AFR 250 Black Women in Africa and the Diaspora (3)

An exploration of the lives and thinking of African-American, African and Caribbean women leaders, writers and activists who have contributed to the struggle of Black people. The issues of Black women from the time of slavery to the present are addressed.

AFR 400 Black Liberation Thought and Struggles (3)

An examination and comparative analysis of the various Black struggles and thinkers in Africa and the Diaspora, including the United States. Topics include analysis of the struggles against slavery in the Americas, the African struggle against colonialism and the civil rights movement, the black consciousness movements in America and Africa, and the recent struggles for independence and development.

CRJ 200 Introduction to Criminal Justice (3)

The course is designed to introduce students to the major areas within the criminal justice system. Special topics will include an overview of the criminal justice process, constitutional limitations and problems and criticisms of contemporary criminal justice.

CRJ 203 Criminology (3)

The course deals with the causes, nature and extent of crime and the policies used in dealing with crime and criminals. Special topics include the definition of crime, crime statistics, theories of crime causation and crime typologies.

CRJ 300 Introduction to Law Enforcement (3)

This course deals with the philosophical, cultural and historical backgrounds of the police role in the criminal justice system.

CRJ 301 Court Administration (3) Pre: CRJ 200 or CRJ 203

This course examines the courts and law enforcement's role in the criminal justice process. Special topics discussed include courts as a political subsystem in comparative perspective, judicial decision-making and the development of public policy through the judicial process.

CRJ 302 Juvenile Delinquency (3) Pre: CRJ 200 or CRJ 203

The course is concerned with both the legal and social character of juvenile delinquency. It considers theories of delinquency, contributing social problems, adolescence as a subculture, the adjudication process for delinquents and modern trends in the prevention and treatment.

CRJ 305 Constitutional Law (3) Pre: CRJ 200 or CRJ 203

The course examines congressional, judicial and executive powers, rights provided by the First Amendment as well as constitutional amendments, which deal with police powers and implied law enforcement operational activities.

CRJ 307 Probation and Parole (3) Pre: CRJ 200 or CRJ 203

This course deals with the development, organization, operation and results of systems of probation and parole as substitutes for incarceration.

CRJ 310 Introduction to Corrections (3)

This course provides an overview of the American correctional system. Special topics include analysis and evaluation of the historical and contemporary correctional system, the development, organization and results of different systems.

CRJ 311 Evidence in Law Enforcement (3) Pre: CRJ 200 or CRJ 203

This course deals with the rules of evidence and their application to law enforcement operations. Special topics include: classification of evidence, utilization of evidence, courtroom presentation, hearsay rule and exceptions, impeachment and cross-examination, privileges, and others.

CRJ 313 Basic Criminal Procedure (3) Pre: CRJ 200 or CRJ 203

This course examines basic rights of individuals as they are processed through the criminal justice system. Special topics include: arrest, search and seizure, use of informants, entrapment, the exclusionary rule, police line-ups and others.

CRJ 320 Court Procedure (3) Pre: CRJ 200 or CRJ 203 and CRJ 313

The course is designed to study, in some detail, the major judicial procedures following an arrest an arraignment to final case disposition and sentencing. Specific topics will include current trial techniques, legal defenses, courtroom procedures and others.

CRJ 400 Criminal Law (3) Pre: CRJ 200 or CRJ 203

The course is concerned with the nature, sources and types of substantive criminal law. Some attention will be given to historical origins of the criminal law with special emphasis being placed on North Carolina penal code.

CRJ 401 Law and Corrections (3) Pre: CRJ 200, CRJ 307, CRJ 310

The course surveys the legal aspects of incarceration, institutionalization, rehabilitation, and post release programs. Special topics include: inmate rights, sentence investigation and others.

CRJ 402 Community Based Corrections (3) Pre: CRJ 200, CRJ 307, and CRJ 310.

This course examines the history, philosophy, theory and functions of halfway houses, work release centers and other forms of community based treatment programs available to the offender. The course also explores current innovations and practices.

CRJ 403 Basic Criminal Investigation (3) Pre: CRJ 200 or CRJ 203, CRJ 311 and CRJ 400

The course deals with the role of the criminal investigator and investigative methodology. Specific topics include: investigative techniques, crime scene searches, presentation of police cases in court and others.

CRJ 407 Middle Management for Law Enforcement Personnel (3) Pre: CRJ 200 and CRJ 300

This course is concerned with the evaluation and analysis of supervisory practices for the experienced middle command officers, patrol and line operations, and the application of sound middle management practices to police agencies in the U.S.

CRJ 408 Law Enforcement Planning and Research (3) Pre: CRJ 200 or CRJ 203 and 9 additional hours of Criminal Justice courses

The course deals with problems and practices of police agency planning, budget, manpower, community needs and others.

CRJ 431 Seminar in Criminal Justice (3) Pre: CRJ 200 and 12 additional hours of Criminal Justice courses

The course is primarily designed to integrate and synthesize the various components of the criminal justice system and to assist students in preparing for the world of work once they leave the University. Major emphasis will be placed on career development, career planning, human relations and management skills that facilitate employment.

CRJ 432 Individual Studies (1-3) Pre: CRJ 200, 12 additional hours of Criminal Justice courses, and permission of the instructor

The course is designed to give advanced students academic flexibility by providing opportunities for them to do supervised individual reading and research in criminal justice.

CRJ 434 Internship (3) Pre: CRJ 200, 12 additional hours of Criminal Justice, and permission of the instructor

The course is open to upper level criminal justice majors and is designed to provide them with opportunities to apply academic training in a practical criminal justice setting. The course will be jointly supervised by criminal justice staff and agency personnel.

EVR 200 Elementary Statistics (3) Prerequisite: SOC 115

This introductory course covers descriptive statistics and statistical inference, including elementary probability, theoretical distribution, estimation, and hypothesis testing.

EVR 300 Research and Portfolio Development (3) (CAPE only)

This course is concerned with the articulation and presentation of quantifiable skills and experiences that, at the written request of student, may be evaluated and translated into elective credit hours. This course should be taken during the freshman year not later.

EVR 322 Introduction to Research (3) Prerequisite: EVR 200

Instruction in the techniques of survey research design, instrument design, and collection, analysis, and interpretation of data.

EVR 324 Intermediate Statistics (Elective) (3) Prerequisite: EVR 200

This is a course on testing hypotheses, chi square, regression, and correlation, analysis of variance, and an introduction to design of experiments.

GRT 202 Introduction to Gerontology (3)

An introduction to the sociological, psychological, and biological factors of aging.

GRT 241 Helping Professions (3) Prerequisite: GRT 202

An introduction to those professions that will be increasingly called upon to meet the growing multi-service needs of the aging population. Emphasis is placed on clinical gerontology and macro practice.

GRT 313 Psychology of Aging (3) Prerequisite: PSY 201

This course is instruction in the psychological changes that occur during the last years of the aging population.

GRT 314 Aging and the Contemporary Community (3) Prerequisite: GRT 202

The focus here is on age as a demographic, sociological, cultural, and political variable in the analysis of the contemporary community.

GRT 320 Minority Aging (3) Prerequisite: GRT 202

An analysis of within and between different minority groups, with special emphasis on the African-American elderly. The course examines social and economic differences, as well as values, attitudes, and trends in this minority's culture, relating to aging.

GRT 460 Economics of Aging (3) Prerequisite: GRT 202, and GRT 314 or GRT 320

The course provides an overview of economic issues affecting the elderly, including the respective policies and practices of business and government.

GRT 485 Death and Dying (3) Prerequisite: GRT 202

This course is designed to provide students with basic knowledge about the concepts of death and dying. It also helps them to gain insight into research conducted on the major areas of these two phenomena.

GRT 490 Seminar in Gerontology (3) Prerequisite: GER 202 and 12 credit hours in Gerontology

Special topics designed to integrate the students' total exposure to the discipline and to orient them towards graduate work as well as the job market.

INT 115 Survey of World Civilizations (3)

A study of world civilizations from ancient times to the rise of Europe in the 16th Century. Emphasis is placed on the development of ideas and their manifestation in the world cultures of today.

INT 121 Introduction to World Politics (3)

A prerequisite to many higher-level international courses. This course has three purposes: to survey world politics since World War II, to introduce the basic concepts underlying the behavior of nations, and to analyze the world events that are reported in the headlines today. Group discussions will help students develop an in-depth understanding of world events.

INT 125 Great Decisions (1)

A course focusing on major international issues facing America today. Classes consist of lectures from outside speakers and intense classroom discussion. Each year the course will focus on different vital issues in the headlines today. The issues are set each year by the Foreign Policy Association, which sponsors the Great Decisions program.

INT 205 Multiculturalism and Globalization (3)

An introductory course that seeks to develop better understanding of the many diverse cultures in America and the implications of this diversity in education, politics and business. The course also discusses the globalization of the world economy and its impact on America.

INT 211 Principles of Geography (3)

A detailed study of physical and cultural geography.

INT 215 Western Civilization (3)

A study of Western Civilization from the 16th Century to the present, discussing the intellectual, cultural, political, and economic developments primarily in Europe but also in North America.

INT 220 Islamic Civilization (3)

A survey of Islamic history, culture and thought from the time of Prophet Muhammad to the 1700s.

INT 221 Islam in the Contemporary Period (3)

Focus on Islamic history, politics and thought from the 1700s to the present with special emphasis on contemporary developments concerning political Islam, women, democracy and rights of minorities.

INT 226 Contemporary Middle East and North Africa (3)

A study of the politics of Middle East and North Africa since World War I with special analysis and discussion of such topics as the Palestinian/Israeli Question, Iran, the Gulf War and the Algerian crisis; the strategic and economic importance of the area and American national interest there are also discussed.

INT 241 International Organizations and Global Issues (3) Prerequisite: INT 121

A study of the development and work of international organizations, many of which play an important role in world affairs. Special focus is on the history, structure, functions, problems, and direction of the United Nations. Emphasis is placed on the global issues that the UN and other international organizations tackle. Students are exposed directly to the work of certain international organizations in America.

INT 252 International Relations (3)

A thorough analysis of the concepts and theories underlying the behavior of nations and an analysis and examination of international politics, especially contemporary issues and problems. This course will also provide a strong foundation in research, with special emphasis on research techniques and sources in the field of International Relations.

INT 271 Early Africa (3)

An introduction to African history and culture from the earliest times to the 17th Century and the coming of the Europeans. Attention is focused on Africa as the cradle of civilization, physical geography, peoples, cultures, languages and the rationale for their organization and development.

INT 320 African Americans in American Politics (3)

An examination of the dynamics of African American participation in American politics. An historical background is provided, but special attention is given to issues affecting African Americans such as affirmative action, empowerment and equal rights.

INT 341 International Business (3)

An introduction to the foundations of international trade, the environment of international trade and how corporations respond to that environment. Special emphasis will be given to the organizations of world trade--WTO, GATT, IMF and the World Bank--as well as the regional free trade associations such as NAFTA.

INT 357 Twentieth-Century Europe (3)

An introduction to the history and politics of Europe with emphasis on colonialism, World War I, World War II, the Cold War, and the post-Cold War issues of Bosnia and Russia. Europe's relations with the United States and the rest of the world are discussed.

INT 365 The Caribbean (3)

A survey of the history, culture, politics and government of the six Caribbean nations with special emphasis on their relationship to the U.S. and African Americans.

INT 372 Contemporary Africa (3)

A study of African politics from colonial times to the present. Emphasis is placed on the struggles for independence, the establishment of states, the prospects for political development and the international relations of African states.

INT 480/POL 480 Internship (1 - 15) Prerequisites: Junior status and permission of the advisor

This course gives credit for work experience relevant to the major. Students gain practical skills and apply their academic training in meaningful work experiences. Credit hours depend on (1) whether the internship is part-time or full-time and (2) whether the internship is specially designed to maximize the experience. Students may receive up to 12 credit hours if the internship is full-time (40 hours a week) and a well-designed, educational experience.

INT 390 International Political Economy (3) Prerequisite: INT 121

An exploration of the interplay of economics and politics in the international arena with greater emphasis on the post-Cold War developments. Special attention is given to the issues of the international economic system and theories of economic development.

INT 395 Study Abroad (3-15) Prerequisite: Permission of Advisor

Students may elect to spend one or two semesters studying at an institution of higher learning outside the USA. To transfer credit to Shaw, the foreign institution must be an acknowledged and approved institution of post-secondary education, and all courses taken abroad must be pre-approved. The student must register and pay the usual tuition and fees to Shaw. Students must have a minimum GPA of 2.0 and have Sophomore standing.

INT 405 East Asia (3)

Exploration of the political, economic, and cultural issues of Japan, China, Korea, and Taiwan, especially since the end of World War II. The course will focus on the contemporary economic importance of the region.

INT 410 International Marketing (3) Prerequisite: BUS 204 & BUS 350

Study of the principles and practices of international marketing. Case studies and student projects will be used to analyze the formulation and implementation of marketing strategies in international business.

INT 411 U.S. Foreign Policy (3)

Exploration of U.S. foreign policy since World War II, discussing the Cold War but giving special attention to the post-Cold War period. The course studies, in depth, the goals of U.S. foreign policy and the domestic factors that influence its course and process. Through group discussions and presentations students develop their own views on the direction of U.S. foreign policy.

INT 421 Latin America (3)

A survey of political and socioeconomic issues in various countries of the region since the last part of the nineteenth century, along with a brief overview of its history and culture. Special emphasis is placed on relations of those countries with the United States.

INT 430 Democratization and Human Rights (3) Prerequisite: INT 121

Examination of the issues surrounding the promotion of democracy and human rights in the world community. Special focus is given to U.S. and UN policies in regards to these issues.

INT 470 Topics in International Studies (3)

Study of selected topics in international studies.

INT 475 Independent Study (3) Prerequisite: Permission of Advisor

A course designed to give upperclassman the opportunity to conduct supervised reading and research in a particular topic.

INT 491 International Development (3) Prerequisite: INT 121

A survey of contemporary problems of developing nations. Special attention is given to Africa, the Middle East, and the Caribbean, with emphasis on the problems of population, food, health economics and political development. The nature of the historical relationship between less developed countries and industrialized countries are explored.

INT 492/POL 492 Seminar I (3)

A detailed examination of an area of the world or an issue in political science. Readings and group discussions are part of the course. Students produce a major research paper.

INT 495 Global Environmental Studies (3)

An introduction to environmental issues as they impact America and the world. The focus is on policy issues and not the science of environmental issues. Topics include global warming, pollution, ozone depletion and overpopulation.

POL 150 Introduction to Political Science (3)

An introduction to the basic theories, concepts and practice in the field of politics, such as state, power, elite, political systems and political culture. Contemporary political events are discussed and analyzed in light of political theories and concepts.

POL 201 U.S. Government (3)

A basic course in the American political system. Particular attention is given to an analysis of the political institutions, policy making within the system, methods of participation and the rights enjoyed by citizens living under the system.

POL 210 Comparative Politics (3) Prerequisite: INT 150

An examination of various political systems and ideologies that exist in the contemporary world and an introduction to the major theories in comparative politics.

POL 320 American Congress and the Presidency (3)

A thorough examination of the functioning, structure and foundation of the legislative and executive branches of the American government. Attention will be given to party politics, elections and the role of the media.

POL 371 International Law (3)

A study of the origins, character, and sources of international law and its importance and relevance to world affairs. Cases illustrating basic principles and the international role of law are considered. Special attention is paid to such important issues as war, environment, human rights and laws of the sea. The role of the International Court of Justice and Amnesty International are also explored.

POL 420 Urban Politics (3)

A study of urban issues, especially poverty, and the public policies set by the various levels of government to address these issues. Special attention will be given to the dynamics of state and local governments in facing urban problems.

POL 450 Modern Political Thought (3) Prerequisite: INT 150

An examination of the major political thinkers and theories since the 16th century, with special emphasis on modern ideologies and American contributions.

POL 480/INT 480 Internship (1 - 15) Prerequisites: Junior status and permission of the advisor

This course gives credit for work experience relevant to the major. Students gain practical skills and apply their academic training in meaningful work experiences. Credit hours depend on (1) whether the internship is part-time or full-time and (2) whether the internship is specially designed to maximize the experience. Students may receive up to 12 credit hours if the internship is full-time (40 hours a week) and a well-designed, educational experience.

POL 492/INT 492 Seminar I (3)

A detailed examination of an issue in political science or international relations. Readings and group discussions are part of the course. Students produce a major research paper.

PSY 201 Introduction to Psychology (3) Prerequisite: SOC 115

An introduction to the individual's psychological functioning and the factors that influence it.

PSY 204 Psychology of Personality (3) Prerequisite: PSY 201

An examination of the major theories of personality determinants, structure, development, dynamics, and measurement.

PSY 210 Human Development (3) Prerequisite: PSY 201

A study of physical, cognitive, and social changes and continuities accruing across the life span.

PSY 304 Abnormal Psychology (3) Prerequisite: PSY 201

A study of the theoretical and research bases of classification, diagnosis, and treatment of abnormal behavior.

PSY 310 Experimental Psychology (3) Prerequisite: PSY 201

A study of the basic principles of research in psychology, research design, and report writing.

PSY 330 Physiological Psychology (3) Prerequisite: PSY 201

A study of the biological bases of human behavior with emphasis on the nervous system.

PSY 350 Psychology of Learning (3) (Elective) Prerequisite: PSY 201

A study of the various kinds of learning.

PSY 370 History of Psychology (3) Prerequisite: PSY 201

A survey of the major perspectives of psychology and their historical developments.

PSY 492 Seminar in Psychology (3) Prerequisite: PSY 201 and nine more semester hours of psychology

An integration of the discipline of psychology through reading, discussion, and library research. The seminar will also help students to be prepared for graduate school and/or career in psychology.

SOC 211 Introduction to Sociology (3) Prerequisite: SOC 115

This course deals with human society as composed of diverse and numerous social groups interacting with one another on the basis of society's cultural system.

SOC 215 Marriage and Family (3) Prerequisite: SOC 211

This course is an analytical definition of marriage, its changing patterns, and its many functions. It also takes the phenomenon of marriage in other societies into consideration for comparative purposes.

SOC 220 Sociology of Sport (Elective) (3) Prerequisite: SOC 211

This course is formulated to help students gain insight into sport as one of the most flourishing social institutions, linked to other institutions such as economy, family, and education.

SOC 300 Social Problems (3) Prerequisite: SOC 211 & SOC 215

This course is concerned with the sociology of social problems in terms of their social origins, consequences and the existing respective policies in the American society. Different sociological approaches to these problems will be discussed. The problems concerned include the categories of physical/mental health problems, alcoholism and drug addiction, crimes, sex-related deviant behaviors, HIV/AIDS, socioeconomic discrimination, poverty, and wars.

SOC 308 Social Change (3) Prerequisite: SOC 211 & SOC 215

A study of processes of socioeconomic change in human society at different societal levels. Sources and forces of change will be discussed and sociological theories of social change will also be outlined. Certain emphasis will be made on social changes in the American society.

SOC 312 Social Stratification (3) Prerequisite: SOC 211 & SOC 215

This course studies how society is stratified or how socioeconomic inequality is structured in society. Hence, it deals with social classes, social mobility, and the valued or scarce resources for which different social groups compete and discriminate. The different sociological theories of social stratification will also be addressed throughout the course.

SOC 315 Race and Ethnic Relations (3) Prerequisite: SOC 211 & SOC 215

In terms of their causes and consequences, racism and ethnocentrism are discussed in this course. This aspect of group control analyzes how biology as genetics or cultural differences among fellow human beings and citizens are used to justify prejudice and discrimination. Different sociological theories on this topic will be introduced and a comparative ethnic-racial picture will be drawn.

SOC 341 Social Psychology (3) Prerequisite: SOC 211 & PSY 201

This is a study of how the individuals' feelings, thoughts, ideas, opinions, and patterns of action are influenced by the groups they encounter. Different social psychological theories explaining this influence will be studied. The relationship between sociology, psychology, and social psychology will also be highlighted.

SOC 344 History of Sociology (3) Prerequisite: SOC 211 and six (6) more hours of sociology

Sociology is a "young" science but it has a long history. Students will be taught how sociology has evolved as social thoughts and ideas to become a social science. In this course students will also learn about different social thinkers, philosophers, and early sociologists, altogether are credited for the rise of sociology. This course will prepare students to enroll in SOC 450 and SOC 491 successfully.

SOC 450 Sociological Theory (3) Prerequisite: SOC 211, SOC 344, and six more semester hours in sociology

An introduction to theoretical explanations in regard to how social things are as they are in human society in the sense that how this society is held together. In this context, the different patterns of social behavior and group interaction will be in focus. The contributions of major sociologists as founders of or contributors to this discipline will be taught.

SOC 472, PSY 472, GRT 472, SOW 472 Internship (Elective; junior status)

This course is designed to provide students with an opportunity to gain practical skills from and to apply their academic training through un-paid work with some relevant community agency or governmental organization.

SOC 491 Seminar in Sociology Prerequisite: SOC 211, SOC 344, SOC 450, & three more Semester hours in sociology

This seminar is designed to be taken in the last (senior) semester. It is an integration and a synthesis of several sociological topics, issues, and concepts that students have already studied. The seminar will also help orient students towards career development in graduate school or in the job market.

SOW 210 Introduction to Social Work (3) Prerequisite: SOC 115

This course is designed to introduce students to the profession of Social Work as an academic area and as an exciting, challenging helping profession.

SOW 235 The American Social Welfare System (3) Prerequisite: SOW 210

This course attempts to familiarize students with the system of welfare in the country. Accordingly, it focuses on the philosophy/history of welfare and the different organizations of delivery, public and voluntary, existing in this society.

SOW 301 Human Behavior and the Social Environment I (3) Prerequisite: SOW 210

This is the first part of a two-semester course. The course will address the reciprocal relationships between human behavior and social environments. The content includes empirically based theories and knowledge that focus on the interactions between and among individuals, groups, societies, and economic systems.

SOW 302 Human Behavior and the Social Environment II (3) Prerequisites: SOW 210 and 301

This is the second part of a two-semester course. It includes theories and knowledge of biological, sociological, cultural, psychological, and spiritual development across the life span; the range of social systems in which people live (individual, family, group, organizational, and community); and the ways social systems promote or deter people in maintaining or achieving health and well-being.

SOW 303 Cultural Diversity (3) Prerequisite: SOW 210

The purpose of this course is to offer content concerning social work practice with an ever changing diverse society. The course includes knowledge and skills at the beginning competency level to recognize and be sensitive to issues concerning people of color and how to work effectively and respectfully with different cultures.

SOW 345 Working with Families (3) Prerequisite: SOW 210, SOC 300

This course assists students to gain knowledge on families either as individual cases or a cluster of welfare recipients. By gaining this theoretical knowledge, which is based on practical experiences, students will be supported in their future social work endeavors.

SOW 371 Introduction to Generalist Practice (3) Prerequisites: SOW 210

This introductory course is designed to provide students with a foundation for generalist social work practice. The emphasis on this first of four practice courses is to equip students with foundation theory and skills for generalist practice including self-assessment, social work roles, social agency operations and understanding client needs.

SOW 373 Social Work Practice with Individuals and Families (3)

Prerequisites: SOW 210 and 371

This course is designed to teach students the Generalist Intervention Model. The main course content of this practice course in the practice sequence is to prepare baccalaureate students to work with individuals and families in a variety of settings.

SOW 375 Social Work Practice with Organizations (3)

Prerequisite: SOW 210, SOW 235

In this course, students will first learn specific knowledge about certain agencies involved in welfare activities. Later, they will work closely with these same agencies to learn onsite experience.

SOW 377 Social Work Practice with Organizations and Communities (3)

Prerequisites: SOW 210, 302 and 375

This course provides students with the knowledge and practice skills for generalist practice with organizations and communities. The course will provide specific skills useful in macro level practice for generalist social workers regardless of their practice setting. The course will include the influences of political, social, and economic forces that affect organizational and agency operations and community functioning.

SOW 400 Housing & Government-related Programs (3) Prerequisite: SOW 210 and SOW 235

This course helps students to gain insight into one of the most serious problems the low income or no-income groups, and the elderly suffer from. It addresses collective housing projects as well as homelessness in society. The course also examines the mechanisms through which the respective policies of the federal government are implemented.

SOW 472 Field Practice I (3) Prerequisite: SOW 302, 371, 373, and PSY 304

This is the first part of the two semester field practice course in the student's senior year. Students are placed in a field agency setting for a minimum of 240 clock hours each semester. The purpose of the course is to provide students with hands-on experience in working with client systems and integration and application of knowledge and skills under the supervision of a professionally trained and experienced social worker.

SOW 472A Field Practice Seminar I (3) Prerequisites: SOW 302, 371, 373, and PSY 304

The seminar is a companion course to SOW 472, Field Practice I. The purpose of the seminar is to help guide the student through the field placement, enhance their practical hands-on learning experiences and to provide a forum for mutual support for all students in field placement.

SOW 474 Field Practice II Prerequisite: SOW 302, 371, 373, 472, 472A, and PSY 304

This is the second part of the two semester field practice course in the student's senior year. Students will continue their placement in a field agency setting for a minimum of 240 clock hours each semester. The purpose of the course is to provide students with hands-on experience in working with a client system and integration and application of knowledge and skills under the supervision of a professionally trained and experienced social worker.

SOW 474A Field Practice Seminar II Prerequisites: SOW 302, 371, 373, 472, 472A and PSY 304

The seminar is a companion course to SOW 474, Field Practice II. The purpose of the seminar is to help guide the student through the field placement, enhance their practical hands-on learning experiences and to provide a forum for mutual support for all students in field placement during their second semester of field placement.

SOW 491 Family Counseling Prerequisite: SOW 210, 302, 303, 371, 373, 375, and PSY 304 (Senior Psychology and Sociology students may take this course by joint approval of their advisor and the Social Work advisor)

This course is designed to provide students with knowledge and skills to work with families at the generalist social work level by approaching the topic from the perspective of preparation for counseling and providing interventions and services to families at the micro practice level. The course also exposes students to the dynamics of contemporary family structures, living patterns and lifestyles. It challenges students to better understand their own family system and to examine some of their beliefs and values.

SOW 493 Seminar in Social Work Prerequisite: SOW 210, SOW 400, and six more semester hours in social work

This seminar attempts to review, conclude, and synthesize the different social work courses students have already studied. In the process, it will also concentrate on special existing or emergent issues relating to the mounting welfare situation.

Department of Visual And Performing Arts

Degree Offered

Bachelor of Arts in Visual and Performing Arts: Concentration Music

Bachelor of Arts in Visual and Performing Arts: Concentration Theatre

DEPARTMENTAL PURPOSE

The mission of the Department of Visual and Performing Arts is to prepare, nurture, and develop individual musicianship and dramatic proficiency on a professional level of artistic accomplishment. In addition to acquiring an in-depth knowledge of the concentration area, students must demonstrate basic knowledge of the liberal arts and sciences; analytical, cognitive, communicative, and quantitative skills; understanding of self and a broad knowledge of the world; and an awareness of and commitment to values. In essence, the student is prepared to attain (1) the command of certain basic skills that are universally recognized as attributes of the musician or actor; (2) the development of individual musical, theatrical, professional, and intellectual interests. To this end, the Department of Visual and Performing Arts will maintain a curriculum of study relevant to the student's long-term personal and professional goals.

See page 90 for American Humanics Course Requirements.

THEATRE ADMISSIONS REQUIREMENTS

1. All students interested in becoming a Theatre Major or Theatre Minor must go through the admissions procedure.
2. Process takes place during the first week of school in each semester.
3. Students will set up a time for an audition / interview with faculty.
4. **AUDITION / INTERVIEW:** The total time for audition and subsequent interview will be no longer than thirty (30) minutes.

ACTORS: Prospective students must perform an audition consisting of three monologues/pieces, comprised of one classical and two contemporary selections. The pieces must be no longer than two (2) minutes each, must be contrasting, and should reflect the student's interest and/or experience in theatre.

PLAYWRIGHTS: Playwriting students are required to bring two (2) copies of an original piece. The piece must be typed and a minimum of two pages.

5. **Determination:** Within one (1) week of audition, the Theatre Department faculty will determine student's placement within the department

MAJORS: Whether student will be an Acting- or General-track.

MINORS: Whether student can add a Theatre Minor.

6. Students may request to become a MAJOR their Freshman or Sophomore years only. Others will be accepted on a case by case basis.
7. Students may request to become a MINOR their Freshman, Sophomore, or Junior years only.

General Requirements

1. The Theatre major entering the Bachelor Degree program should have some background in theatre whether it be performing, back stage work, writing, or directing. The background of the student will help to determine placement within the program. However, the student's background will not be the determining factor for admission to the program. The passion, raw talent, and willingness to develop skills will be the determining factor.
2. All incoming Theatre majors will take an introductory course to determine talent, interest, aptitude, skill level and general knowledge. At the conclusion of this class, students will give a formal presentation to a panel of judges. This panel will decide whether the student should continue as a Theatre major (see JURIES).
3. All Theatre majors must participate in the productions of the department, in a capacity approved by the faculty.
4. All Theatre majors must attend at least one performance of all Shaw Players productions. In addition, the students must attend all outside productions determined by faculty.
5. Each student must participate in monthly departmental seminars. These include lectures, recitals, workshops, and master classes.
6. Acting-track students must perform each semester in a faculty-approved capacity. These performances may be, but are not limited to: student-directed shows, class scenes, a main-stage production, or a production in the community.
General-track students must direct, design, or assist in a faculty-approved capacity, once a year. These may be scenes, productions at Shaw, or in the community.

Yearly Juries

- At the end of EVERY semester, all Theatre MAJORS and MINORS must perform a jury before the department.
- Your advisor will help you determine what you need to perform / produce for each jury.
- Your pieces CANNOT be from previous juries or class work.
- Theatre department faculty will judge juries, based upon preparation, creativity, professionalism and the following guidelines.
- This jury will determine your ability to continue to participate in the department. If you fail the jury, the department will determine the appropriate course of action, within a week of the jury date.

If you are a MAJOR, with a focus on ACTING, you MUST:

Participate in an interview, which will include a discussion of your grades, participation in the department, and your goals.

Perform 3 contrasting pieces with the following breakdown:

- 1) Classical piece
- 2) Modern piece
- 3) Either a dramatic piece or a comic piece, whichever provides contrast

*Each piece should be between 1.5 and 2.5 minutes

If you are a GENERAL MAJOR, you MUST:

Participate in an interview, which will include a discussion of your grades, participation in the department, and your goals.

Produce a director's notebook (or other project determined by Mr. Hinton):

- 1) Regarding a piece you have either directed during the semester or plan to direct
- 2) Notes on costumes, settings, props
- 3) An essay on the selection process and subsequent processes leading up to production

If you are a MINOR, you MUST:

Participate in an interview, which will include a discussion of your grades, participation in the department, and your goals

AND EITHER*

- 1) Perform 2 contrasting pieces (or)
- 2) Provide evidence of a project.

***If you are a MINOR, you must see your advisor for an appropriate project.**

Upon Graduation

1. All students graduating with a degree in Visual and Performing Arts with a Theatre concentration must have knowledge of the following:

- a. The origin of Theatre and its history
- b. 5 genres of Theatre
- c. 5 periods of Theatre
- d. The works of various playwrights, including but not limited to: Sophocles, Euripides, Ibsen, Chekov, Shaw, Miller, Williams, Baraka, Hansberry, Shange, Wilson.
- e. Basic stagecraft terms and design concepts for make-up, set and lighting design, and costumes
- f. Terminology relevant to analyzing dramatic texts and productions

2. Acting-track students must also have knowledge of the following:

- g. 5 acting techniques
- h. A complete warm-up; physical and vocal
- i. Audition techniques, resumes and headshots
- j. An observation notebook
- k. Ensemble work
- l. Improvisation
- m. Characterization
- n. Shakespeare

3. General-track students must also have knowledge of the following:

- a. Major directing techniques
- b. Organizational skills
- c. Prompt book/Director's portfolio
- d. Directing diary

- e. Theatre management skills including scheduling, budgeting, facility planning and publicity
- f. Design portfolio
- g. Playwriting examples

Theatre Concentration

Students in this concentration are required to take THR 100 Shaw Players each semester. In addition, these students must enroll in THR 211, THR 212, THR 226, THR 230, THR 231, THR 251, THR 321, THR 323, THR 440, and THR 475.

DEPARTMENT OF VISUAL AND PERFORMING ARTS THEATRE CONCENTRATION Academic Advisement – SUGGESTED SEQUENCE OF COURSES

Freshman Year

Fall Semester

ENG 110*** College English & Comp *	3
HPE 111 Personal Health & Safety*	1
INT 115 Survey of World Civilization*	3
MAT 110*** Basic Mathematics *	3
FRS 111 Freshman Studies	.5
ETH 100 Foundation of Knowledge	3
THR 100 Shaw Players	1
ETH 000 Ethics Seminar	0
TOTAL	14.5

Spring Semester

ENG 111 College English & Comp II*	3
HPE 112 Fundamental Skills *	1
SOC 115 Survey of Social Science *	3
MAT 111 General Mathematics I	3
THR 101 Shaw Players **	1
THR 161 Voice and Dicti	3
FRS 112 Freshman Studies	.5
TOTAL	14.5

Sophomore Year

MAT 112 General Math II *	3
ENG 112 Composition and Argument *	3
ETH 200 Ethical Concepts *	3
THR 211 History of Theatre I **	3
THR 230 Scene Study **	3
THR 200 Shaw Players **	1
TOTAL	16

ENG 113 Composition & Research *	3
ART 190 Introduction to Visual Arts **	3
CIS 101 Concepts of Computers	3
THR 212 History of Theatre II **	3
THR 231 Acting for the Camera **	3
THR 201 Shaw Players *	1
TOTAL	16

Junior Year

BIO 111 Introduction to Biology *	3
ETH 300 Professional Ethics *	3
COM 210 Public Speaking *	3
ENG 211 Intro to World Literature **	3
THR 226 African American Theatre **	3
THR 300 Shaw Players **	1
TOTAL	16

HUM 200 Introduction to Humanities*	3
MUS 225 Music Appreciation **	3
THR 323 Techniques of Makeup	3
THR 301 Shaw Players **	1
PHY 112 Introduction to Physical Science	3
Elective	1
TOTAL	14

Senior Year

THR 400 Shaw Players **	1	THR 401 Shaw Players *	1
THR 321 Stagecraft	3	THR 440 Advanced Directing	3
THR 251 Playwriting **	3	THR 475 Senior Project **	3
THR 371 Theatre Management **	3	Elective	3
Elective	<u>3</u>	Elective	3
Elective	<u>1</u>		
TOTAL	13		14

Total = 120 hours

*** Core Curriculum**

**** Departmental Requirement**

***** Varies with placement**

MUSIC ADMISSIONS REQUIREMENTS

1. **AUDITION:** Prospective students must perform an audition of two prepared pieces in contrasting styles. In addition, instrumentalists will be required to sight-read.
2. **MUSIC THEORY DIAGNOSTIC EXAM:** Prospective students will take an examination in music fundamentals including clefs, key signatures, scales, triads, and seventh chords.

General Requirements

1. **PIANO PROFICIENCY.** Piano study is required for all students until a basic piano proficiency is attained. Students who demonstrate proficiency at the keyboard may be exempted from Class Piano MUS 154 and MUS 155.
2. **ENSEMBLE PARTICIPATION.** All students with concentrations in music must participate in an ensemble each semester: University Choir, Concert Band, Jazz Ensemble I, or Jazz Ensemble II.
3. **CONCERT ATTENDANCE.** All students must attend a minimum of 15 recitals/concert events per year.
4. **DEPARTMENTAL SEMINARS.** All students must participate in monthly departmental seminars. These include lectures, recitals, workshops, and master classes.
5. **STUDENT RECITALS.** All music students must perform a junior recital of at least 30 minutes and a senior recital of at least one-hour.

DEPARTMENT OF VISUAL AND PERFORMING ARTS
MUSIC CONCENTRATION
Academic Advisement – SUGGESTED SEQUENCE OF COURSES

Freshman Year

Fall Semester

ENG 110*** College English & Comp *	3
MUS 154 Class Piano I**	1
MUS 100 Elements **	3
MAT 110*** Basic Mathematics *	3
FRS 111 Freshman Studies *	.5
ETH 100 Foundation of Knowledge *	3
MUS 1 Applied **	1
MUS 1 Choir 115, Band 181 **	<u>1</u>
TOTAL	15.5

Spring Semester

ENG 111 College English & Comp II*	3
MUS 155 Class Piano II**	1
SOC 115 Survey of Social Science *	3
MAT 111 General Mathematics I *	3
FRS 112 Freshman Studies*	.5
MUS 1 Applied **	1
MUS 1 Choir 116, Band 182 **	1
MUS 113 Theory I **	<u>4</u>
	16.5

Sophomore Year

MAT 112 General Math II *	3
ENG 112 Composition and Argument *	3
ETH 200 Ethical Concepts *	3
MUS 114 Theory II**	4
MUS 154 Class Piano I **	1
MUS 2 Applied **	1
HPE 111 Personal Health& Safety*	1
MUS 2 Choir 215, Band 281 **	<u>1</u>
TOTAL	17

ENG 113 Composition & Research *	3
ART 190 Intro to Visual Arts **	3
CIS 101 Concepts of Computers *	3
MUS 113 Theory III **	4
MUS 155 Class Piano II **	1
MUS 2 Applied **	1
HPE 112 Fundamental Skills*	1
MUS 2 Choir 216, Band 282 **	<u>1</u>
	17

Junior Year

ETH 300 Professional Ethics *	3
COM 210 Public Speaking *	3
ENG 211 Introduction to World Lit*	3
MUS 214 Theory IV **	4
MUS 3 Applied **	1
MUS 3 Choir 315, Band 381 **	1
MUS 343 Music History I**	<u>3</u>
TOTAL	18

HUM 200 Introduction to Humanities*	3
MUS 225 Music Appreciation **	3
INT 115 Survey of World Civilizations*	3
BIO 111 Intro to Biological Science *	3
MUS 3 Applied **	1
MUS 344 Music History II **	3
MUS 3 Choir 316, Band 382 **	<u>1</u>
	17

Senior Year

MUS 4 Applied **	1
MUS 4 Choir 415, Band 481 **	1
MUS 314 Form and Analysis **	3
PHY 212 Physical Science *	3
Elective	3
Elective	3
Elective	<u>3</u>
TOTAL	17

MUS 4 Applied **	1
MUS 4 Choir 415, Band 482 **	1
MUS 365 Conducting **	3
Elective	3
Elective	3
Elective	<u>3</u>
	14

Total = 131 hrs * Core Curriculum ** Departmental Requirement * Varies with placement**

DEPARTMENTAL CORE

All majors in the department must take the following departmental core course:

MUS 210 Survey of the Arts

MINORS

Minors are offered in Art, Music, and Theatre. Completing 15 semester hours in one of these fields constitutes a minor. Courses from which a minor may be selected are as follows: ART 190, ART 222, ART 313, ART 411, AND ART 413 for a minor in art; and THR 211, THR 212, THR 230, THR 231, THR 251, THR 321, THR 322, THR 323, AND THR 440, for a minor in individual programs with their advisor.

COURSE DESCRIPTIONS

ART

ART 190 Introduction to the Visual Arts (3)

A survey of the visual arts (painting, sculpture, and architecture) from prehistoric times to the present, with an emphasis on representative works of major periods and cultures.

ART 222 Drawing and Composition (3)

An introduction to the principles and techniques of representational drawing and an investigation of various media.

ART 313 Basic Design (3)

Focus is placed on art fundamentals. Projects are assigned to facilitate investigations in line, form, color, and texture.

ART 331 Sculpture and Three-Dimensional Design (3)

A study in volume design. Various techniques, such as casting, mold making, and carving are explored. A wide variety of materials are used to encourage the student to experiment.

ART 411 Ceramics I (3)

A course in pottery design, production, and uses of ceramic materials. Students get practice in the basic hand building techniques. The course includes some work on potter's wheel and glazing techniques. **Fee: \$10**

ART 413 Crafts (3)

A workshop in development and fabrication of such projects as copper tooling, hook rugs, wall hanging, tie dying, batik, macramé, and weaving. Students must provide their own materials.

ART 421 Graphic Design (3)

Study in basic printmaking methods, such as woodcut, silkscreen, and engraving, is emphasized. Some basic instruction is given in layout and paste-up work. **Fee: \$7**

ART 423 Twentieth-Century Art (3) Prerequisite : ART 190

Analysis and interpretation of contemporary American and European art as it has evolved from the late nineteenth century to the present. An effort is made to identify major and significant developments in painting and sculpture.

ART 431 Painting I (3) Prerequisites: ART 222, ART 313, or permission of the instructor

An introductory course in painting designed to expose the student to the use of color and basic techniques in watercolor, oil, acrylic, and other accepted media.

MUSIC

MUS 100 Elements of Music (3)

Focus on the rudiments of music notation, scales and structure, and the reading and understanding of music.

MUS 101-102, 201-202, 301-302, 401-402 Applied Music Voice (1)

Individual instruction in voice. Lab: Performance Seminar. **Fee: \$150**

MUS 103 Class Voice (1)

Study of basic principles of vocal production, to include acquaintance with a variety of solo literature and the development of poise and stage deportment.

MUS 104 Italian and Latin Diction for Singers (2)

Study of International Phonetic Alphabet and its application to the pronunciation of Italian and ecclesiastical Latin and special problems involved in singing these languages.

MUS 105 English Diction for Singers (2)

International Phonetic Alphabet and its application to the pronunciation of English and special problems involved in singing in English.

MUS 111-112, 211-212, 311-312, 411-412 Applied Music Woodwinds (1)

Individual instruction in woodwinds. Lab: Performance Seminar. **Fee: \$150**

MUS 113 Theory I (4)

An introduction to the harmonic practice of Western European music from the eighteen and nineteenth centuries. The course includes exercises in part writing, sight singing, keyboard harmony, and ear training.

MUS 114 Theory II (4)

Continuation of four-part writing procedures; they include borrowed chords and secondary sevenths, with suitable ear training, sight singing, and keyboard assignments.

MUS 120, 220, 320, 420 Marching Band (1)

The marching band is a group of woodwind, brass, and percussion players that performs at home football games as well as selected away games. The band also appears at parades, competitions and rallies. The organization is open by audition to all students of the university.

MUS 121-122, 221-222, 321-322, 421-422 Applied Music Piano (1)
Individual instruction in piano. Lab: Performance Seminar. **Fee: \$150**

MUS 131-132, 231-232, 331-332, 431-432 Applied Music Percussion (1)
Individual instruction in percussion. Lab: Performance Seminar. **Fee: \$150**

MUS 141-142, 241-242, 341-342, 441-442 Applied Music Brass (1)
Individual instruction in brass. Lab: Performance Seminar. **Fee: \$150**

MUS 151-152, 251-252, 351-352, 451-452 Applied Music Strings (1)
Individual instruction in strings. Lab: Performance Seminar. **Fee: \$150**

MUS 154 Class Piano I (1)
Instruction in piano designed to develop fundamental technical knowledge at the keyboard.

MUS 155 Class Piano II (1)
A continuation of MUS 154.

MUS 161-162, 261-262, 361-362, 461-462 Applied Music Double Reeds (1)
Individual instruction in double reeds. Lab: Performance Seminar. **Fee: \$150**

MUS 171-172, 271-272, 371-372, 471-472 Applied Music Organ (1)
Individual instruction in organ. Lab: Performance Seminar. **Fee: \$150**

MUS 204 German Diction for Singers (2)
Phonetic alphabet as it related to German Language and special problems involved in Singing in this language.

MUS 205 French Diction for Singers (2)
Phonetic alphabet as it related to French Language and special problems involved in Singing in this language.

MUS 210 A Survey of the Arts (3)
An introduction to the basic characteristics of the music, drama, and art of the western and non-western world, with emphasis on the relationship between the arts and society. Attention is given to analyzing the attributes of the various arts.

MUS 213 Theory III (4)
An integrated study of chromatic harmony and modulation to all keys. It includes construction and function of ninth, eleventh, and thirteenth chords, augmented sixth chords, and borrowed chords. Students learn to sing more complex melodies at sight. Includes formal analysis and writing skills.

MUS 214 Theory IV (4)
A study of the harmonic practice of the late nineteenth and early twentieth centuries. Includes formal analysis and sight singing.

MUS 115-116, 215-216, 315-316, 415-416 University Choir (1)

Open to all students who sing. Opportunities are provided for the study and performance of music covering many periods of development of choral literature. Extensive rehearsal and performance are required.

MUS 181-182, 281-282, 381-382, 481-482 University Band (1)

Open to all students who play a band instrument. Emphasis is placed on repertoire from all eras, development and study of ensemble playing, rehearsal techniques, and preparation and presentation of concerts.

MUS 191-192, 291-292, 391-392, 491-492 Jazz Ensemble I (1)

Open to all students with consent of instructor.

MUS 118-119, 218-219, 318-319, 418-419 Jazz Ensemble II (1)

Open to all students with consent of instructor.

MUS 225 Music Appreciation (3)

A non-technical survey of the basic elements of music and listening experiences in art music styles of the European as well as World Music traditions. It is open to all students.

MUS 227 African American Music (3)

This course consists of a study of the folk, classical and popular music of African Americans to the present. The course is open to all students.

MUS 229 Introduction to Church Music (3)

This introductory course is designed for anyone involved in music and worship planning. It will survey the role of music in the Bible, the Psalms, the history and development of music in the Christian church, an introduction to hymnody, music in the African American church, and planning and selecting music for various worship services.

MUS 314 Form and Analysis (3) Prerequisite: MUS 212

A detailed study of homophonic forms based on representative repertoire of the common practice era. The course emphasizes aural identification and advance formal analysis. (This is a writing intensive course.)

MUS 343 Music History I (3) Prerequisites: MUS 214

A study of the developments that led to Western European music of the earliest Medieval and Renaissance eras.

MUS 344 Music History II (3) Prerequisite: MUS 343

A continuation of MUS 441. It is a study of Western European music during Baroque, Classical, Romantic, and modern eras.

MUS 353 Jazz Improvisation I (3) Prerequisite: MUS 214

Study of the various styles of improvisation as they relate to scales and chord progressions of jazz. Students are required to master this material on the piano as well as on their individual instrument. Participation in Jazz Ensemble is required.

MUS 354 Jazz Improvisation II (3) Prerequisite: MUS 353

A continuation of MUS 353 that provides a practical application of material learned in MUS 353 in actual performance on individual instruments. Participation in Jazz Ensemble is required.

MUS 355 Jazz History and Literature I (3)

A study of the development of jazz in America, its roots in European and African music, and development out of blues and ragtime to the early “New Orleans” style. It is open to all students.

MUS 356 Jazz History and Literature II (3)

Emphasis on later developments of the twentieth century.

MUS 365 Conducting (3)

Study of the basic patterns and technique of conducting, score reading, and rehearsal techniques.

THEATRE

THR 100-101, 200-201, 300-301, 400-401 Shaw Players (1)

Designed to provide credit for students who participate in Shaw productions and guidance for theatrical projects and productions.

THR 102 Introduction to Theatre (3)

Overview of basic components of theatre, including: origins, acting, directing, playwriting, design, management and purpose.

THR 130 Introduction to Acting (3)

Training in basic fundamentals of stage directions, acting, theory, techniques and performance.

THR 131 Improvisation (3) Prerequisite: THR 130 or concurrent

Training in basic improvisational skills and techniques through acting games, skits, and sketches, for various acting needs including auditioning.

THR 161 Voice and Diction (3)

Training in basic principles, procedures, and techniques needed to develop a professional voice for the stage, screen, or other professional context.

THR 163 Voiceovers and Radio Voice (3) Prerequisite: THR 161

Training in basic radio and commercial voice techniques, including radio plays, commercials, books on tape, and voiceovers.

THR 164 Radio Play (3) Prerequisite: 163

Practical experience utilizing vocal skills and training learned in THR 163 and THR 164, performed on Shaw radio (WSHA).

THR 211 History of the Theatre I (3)

Study of aspects of theatre through historical context, including performances, costumes, stages, styles and playwrights. Examines Ancient and Classical ages through the eighteenth century.

THR 212 History of the Theatre II (3) Prerequisite: THR 211

A continuation of THR 211, studying aspects of theatre through historical context including performances, costumes, stages, styles and playwrights. Examines Restoration Theatre through modern theatre in America.

THR 226 African-American Theatre (3)

Class designed with an emphasis on the styles, issues, and concerns of Black playwrights, and the evolution and development of Black Theatre in America.

THR 230 Scene Study (3) Prerequisite: THR 130 or concurrent

An exploration working with scenes including: techniques, partners, choosing work, taking direction, rehearsals.

THR 231 Acting for the Camera (3) Prerequisite: THR 130 or concurrent

An exploration of film acting, including: material choice, technique, methods, and taking direction.

THR 240 Directing (3)

An exploration of directing techniques and methods with a focus on hands-on experience. Prepares the student for Advanced Directing and main stage directing opportunities.

THR 251 Playwriting (3) Prerequisite: ENG 112

An instruction in the writing of plays including: developing the theme, concept and idea, plot structure, and completion of a one-act play.

THR 310 Theory and Criticism (3) Prerequisite: ENG 113

An exploration of theories, philosophies, and analytical concepts through texts.

THR 312 Dramatic Literature (3) Prerequisite: ENG 112

An exploration of modern and contemporary texts with a focus on understanding their place in the genre of theatre and providing basic knowledge of specific plays.

THR 313 World Drama (3) Prerequisite: ENG 112

An exploration of drama from countries other than the United States, with a focus on understanding what makes each text indicative of its country.

THR 320 Theatre Design (3)

To provide a basic understanding of theatrical design techniques and practices. An examination of various theatre design areas including: set, lighting, sound, costume and make-up, through hands-on experience.

THR 321 Stagecraft (3) Prerequisite: THR 320

A hands-on class designed to provide opportunity for theatre students to create a set from design concept to representation.

THR 330 Masters (4) Prerequisite: THR 131 & THR 230

An exploration of master techniques through exercises including: Growtowski, Meisner, Stanislavski, Chekov, Adler, Strasburg, Spolin.

THR 331 Auditioning Techniques (4) Prerequisite: THR 131 or consent of instructor

A course designed to educate students on the general practices involved with auditioning including selection of material, headshots, resumes, the actual audition, callbacks, and other issues. Offers students an opportunity to audition in a safe environment, and provides critique and direction.

THR 371 Theatre Management (3)

An intensive course with a focus on planning, organization, publicity, budgeting, contracts, and other aspects, with practical application.

THR 412 Minority Drama (3) Prerequisite: ENG 112

An exploration of plays from various minority groups in America, including the following genres: Hispanic, Black. Feminist, Religious, and Alternative Lifestyle.

THR 430 Shakespeare (4) Prerequisite: THR 230 & SSP 251

An exploration of specific techniques for acting Shakespearean works including: voice, movement, textual analysis, and performance through class exercises.

THR 431 Characterization (4) Prerequisite: THR 330 or consent of instructor

An exploration of six basic character development contexts: historical, physical, vocal, psychological, sociological, and accessory, through class exercises.

THR 440 Advanced Directing (3) Prerequisite: THR 240

To provide a continuation of techniques learned in THR 240. Laboratory-oriented class designed to provide knowledge and opportunity to direct main-stage productions.

THR 451 Advanced Playwriting (3) Prerequisite: THR 251 & ENG 113

To further understanding of concepts learned in THR 251. Laboratory-oriented class designed to assist the student with the writing of a full-length play.

THR 461 Senior Seminar (3) Prerequisite: THR 310 or consent of instructor

To provide comprehensive understanding of theatre as a genre, to prepare the student for working within theatre. An exploration of theory, critique, societal trends, theatrical trends and concepts through textual examinations.

THR 475 Senior Project (TBD) Prerequisite: Consent of Instructor

To provide a culminating project for seniors to demonstrate their readiness for the world of theatre. A guided project intended to articulate each student's individual experience, knowledge, and understanding of theatre; designed to assist students with real-world experience and preparation for work outside of the collegiate atmosphere.

THR 385 Internship (TBD) Prerequisite: Consent of Instructor

To provide real-world experience in theatre. A guided internship opportunity wherein each individual student is exposed to their specific needs/interests. Serves as a foundation for future job opportunities and resume building.

Department of Military Science

U.S. Army Reserve Officer Training Corps (ROTC)

PURPOSE

ROTC graduates are leaders, thinkers and decision-makers. They meet problems head-on and solve them quickly. They know how to adapt to situations and take charge. They will find that their background and experience in ROTC can be a valuable asset if they decide to pursue a civilian career or a career in the army. The practical experience they gain by leading people and managing money and equipment can place them far ahead of other college graduates competing for jobs that lead to top management positions. The Military Science Program of Instruction is structured to develop the following characteristics within students:

- A strong personal integrity and a sense of duty
- A strong sense of individual responsibility and accountability
- An understanding of the principles of leadership, time management, and organizational structures
- The ability to communicate effectively both orally and in writing
- A general knowledge of the historical development of the U.S. Army and its role in support of national objectives
- An understanding of military life as a commissioned officer to include opportunities and obligations
- The ability to apply principles of leadership, management, and tactics

ROTC Scholarships

At Shaw University, the award of an Army ROTC scholarship may be the means to a “FREE” college education for qualified students. Shaw University has agreed to provide free room and board to any student that is awarded a competitive three or four year Army ROTC scholarship. This scholarship is given to students pursuing degrees in nursing, engineering, the physical sciences and other technical skills currently in demand by the army. Students who receive a scholarship will be required to attain an undergraduate degree in the field in which the scholarship is awarded.

Four-year scholarships will be awarded to students entering college as freshmen. Three and two year scholarships are awarded to students currently enrolled in college and army enlisted personnel on active duty. Additionally, two-year scholarships are available to students who attend Leader’s Training Course (LTC) in the two-year program. These scholarships are awarded based upon outstanding performance.

Each scholarship pays for tuition, required educational fees and provides a specified amount for books, supplies and equipment. Each scholarship also includes a monthly stipend of up to \$400 (up to \$4,500 a year) for every year the scholarship is in effect.

Other Scholarships

Each academic year various veterans' organizations and other military related activities make scholarship funds available to students enrolled in Army ROTC. (Organizations making these awards are USAA, AUSA, VFW and ROCKS etc.).

Stipends

All contracted cadets receive a monthly stipend of up to \$400 depending on their MS level, as well as payment for attending the National Advanced Leadership Camp (NALC) or the Leader's Training Course (LTC).

Simultaneous Membership Program (SMP)

This program provides an opportunity for students who belong to a Reserve or National Guard Unit as enlisted soldiers to also be members of the Army ROTC Program.

As a reservist or guardsman these students, as freshmen or sophomores may earn up to \$3,700 for one summer by attending the enlisted basic and advanced individual training. This is in addition to money earned for the weekend drill with their unit.

A student accepted for the SMP and the Army ROTC Advanced Course retains affiliation with the Reserve or Guard Unit as an officer trainee and is paid for drills and assemblies plus up to \$3,500 a year in monthly stipends of \$350 - \$400 each.

SMP members are also eligible for certain veteran's, Reserves' or National Guard's educational benefits.

Commissioning Requirements

Satisfactory completion of:

- The Basic Course (via class attendance and/or placement credit)
- The Advanced Course
- The National Advanced Leadership Camp
- A course in Military History (MS 432)
- A course in Computer Science (see Program of Instruction)
- Three (3) courses in the Enhanced Skills Training Program

The cadet must:

- Maintain at least a 2.0 cumulative grade point average (GPA)
- Pass a Department of Defense medical examination within 24 months of the date of commissioning
- Pass the Army Physical Fitness Test within thirty (30) days of the date of commissioning
- Not have exceeded the 30th birthday (26th for scholarship students).

The Four-Year Curriculum

The ROTC Program is based on a four-year curriculum ultimately integrated with the normal baccalaureate degree program. Flexibility is provided through a number of options and

alternatives. These alternatives recognize previous military related experience and provide accelerated or compressed instruction to allow late entry into the program.

The Four Year Program is divided into two parts: The Basic Course and the Advanced Course.

The Basic Course, usually taken during the freshman and sophomore (MS I and MS II respectively) years of college and covers such subjects as management principles, national defense, physical fitness, and leadership development. There is no military obligation for enrollment in the Basic Course. After students have completed the basic course, the ones that have demonstrated the potential to become officers and who have met the physical, moral and scholastic standards are eligible to enroll in the advanced course.

The Advanced Course is usually taken during the Junior and Senior years (MS III and MS IV, respectively). It includes instruction in organization and management, tactics, ethics, professionalism and further leadership development.

During the summer between their junior and senior years, NALC cadets attend a fully paid 35-day NALC. This camp gives cadets the chance to put into practice the theories and principles they learned in the classroom and introduces them to army life both in garrison and in the field.

The Two-Year Program

The Two Year Program is designed for juniors and community college graduates, veterans with prior college credit, students at four-year colleges who did not take ROTC during their first two years, students entering a two-year post-graduate course of study and high school students who plan to attend military junior colleges. To enter the Two Year Program, students must first attend a fully paid, five weeks Basic Camp normally held during the summer between their sophomore and junior years of college. After successfully completing LTC, students who meet necessary requirements may enroll in the NALC.

Placement Credit

Veterans, reservists, and students with at least three years of Junior ROTC training seeking enrollment in the Advanced Course may be given credit for up to three (3) semester(s) of Basic Course Training. Eligible students may apply to the Professor of Military Science.

Acceleration

As a sophomore, the first two years may be compressed into a single year by simultaneous enrollment in MS I and MS II. This requires the approval of the Professor of Military Science.

Select Training Program

Highly motivated and very promising students may be selected by the Professor of Military Science for participation in elite off-campus summer training programs. These include Airborne School, Cadet Troop Leader Training, Air Assault School and Northern Warfare Training.

Textbooks, Uniforms and Equipment

All military textbooks, uniforms and instructional materials are provided free of charge.

Cadet Activity Fee

This fund is used to defray the cost of the Annual Military Ball, Formal Dining-In and other department-wide activities (\$25 per semester)

Course Tuition

ROTC is taken free of charge. If ROTC creates a situation where the student is placed in an overload status. No overload fee will be assessed for credit hours earned through Military Science instruction.

Physical Fitness Training Clothing

Contracted and scholarship cadets must purchase running shoes and one sweat suit for physical fitness training will be provided. All other students are encouraged to purchase a pair of running shoes and at least one sweat suit.

Program of Instruction

<u>Military Science Courses for Substitutions</u>	<u>Regular Shaw University's Courses</u>	<u>Hrs</u>
MS 101-102 Foundation of Officership	Personal Health and Safety	1
MS 201-202 Individual and Leadership Studies	Fundamental Motor Skills	1

The Basic Course Requirements

<u>Courses</u>	<u>Hours</u>
MS 101 Foundation of Officership	2
MS 102 Basic Leadership	2
MS 201 Individual and Leadership studies	2
MS 202 Leadership and Teamwork	2
MS 210 Leaders Training Course	6
MS 101L Leadership Lab	
MS 102L Leadership Lab	
(Must be taken with MS 101 and MS 102)	0
MS 201L Leadership Lab	
MS 202L Leadership Lab	
(Must be taken with MS 201 and MS 202)	0

Alternate Ways of Satisfying Basic Course Requirements:

- MS 210 – A six-week summer camp at Fort Knox, Kentucky;
- Basic Course requirements, if approved by the Professor of Military Science may be waived for veterans or other persons with prior military experience and/or training, provided they demonstrate the accepted level of performance for the Basic Course.

Enrollment Requirements

Students desiring to enroll in the Basic Course must:

- Be of good moral character;
- Be U.S. citizens; there are limited exceptions as approved by the PMS;
- Be at least 17 years old to begin ROTC; and
- Be a full time student at Shaw University, pursuing a course of instruction leading to an approved baccalaureate degree.

The Advanced Course Requirements

<u>Courses</u>	<u>Hours</u>
MS 301 Leadership Problem Solving	3
MS 302 Leadership and Ethics	3
MS 310 National Leadership Advanced Camp	6
MS 401 Leadership and Management	3
MS 402 Officership	3
MS 432 A survey of Military History	3
MS 301L Advanced Leadership Lab	
MS 302L Advanced Leadership Lab	
(Must be taken with MS 301 and MS 302)	0
MS 401L Advanced Leadership Lab	
MS 402L Advanced Leadership Lab	
(Must be taken with MS 401 and MS 402)	0

Enrollment Requirements

Students desiring to enroll in the Advanced Course must:

- Demonstrate leadership and officer potential
- Have at least two full academic years remaining in college
- Have Basic Course completion credit
- Successfully complete the current aptitude or screening tests and any other prescribed surveys or evaluations
- Be medically qualified
- Execute a written contract with the U.S. Army
- Possess at least a 2.0 cumulative grade point average
- Be selected by the PMS
- Execute a loyalty oath or affirmation
- Not be conscientious objectors
- Be a United States citizen
- Be enrolled full-time at Shaw University and pursuing a course of instruction leading to an approved baccalaureate degree

COURSE DESCRIPTIONS

MS 101 INTRODUCTION TO ROTC (and to the university). Make your first new peer group at college one committed to performing well and enjoying the experience. Increase self-confidence through team study and activities in basic drill, physical fitness, rappelling, leadership reaction course, first aid, making presentations and basic marksmanship. Learn fundamental concepts of leadership in a profession in both classroom and outdoor laboratory environments. One-hour and a required leadership lab, MS101L, plus optional participation in a one hour session for physical fitness. Participation in a weekend exercise is optional, but highly encouraged. ***OPEN TO ALL STUDENTS.***

MS 102 INTRODUCTION TO LEADERSHIP. Learn and apply principles of effective leading. Reinforce self-confidence through participation in physically and mentally challenging exercises with upper division ROTC students. Develop communication skills to improve individual performance and group interaction. Relate organizational ethical values to the effectiveness of a leader. One hour and a required leadership lab, MS102L, plus optional participation in a one hour session for physical fitness. Participation in a weekend exercise is optional, but highly encouraged. ***OPEN TO ALL STUDENTS.***

MS 201 SELF/TEAM DEVELOPMENT. Learn and apply ethics-based leadership skills that develop individual abilities and contribute to the building of effective teams of people. Develop skills in oral presentations, writing concisely, planning of events, coordination of group efforts, advanced first aid, land navigation and basic military tactics. Learn fundamentals of ROTC's Leadership Development Program. Two hours and a required leadership lab, MS201L, plus required participation in a two one-hour sessions for physical fitness. Participation in a weekend exercise is optional, but highly encouraged. ***OPEN TO ALL STUDENTS.***

MS 202 INDIVIDUAL/TEAM MILITARY TACTICS. Introduction to individual and team aspects of military tactics in small unit operations. Includes use of radio communications, making safety assessments, movement techniques, planning for team safety/security and methods of pre-execution checks. Practical exercises with upper division ROTC students. Learn techniques for training others as an aspect of continued leadership development. Two hours and a required leadership lab, MS202L, plus required participation in two one-hour sessions for physical fitness. Participation in a weekend exercise is optional, but highly encouraged. ***OPEN TO ALL STUDENTS.***

MS 101L, 102L, 201L and 202L LEADERSHIP LABORATORY. Open only to (and required of) students in the associated Military Science course. A series of courses with different roles for students at different levels in the program. Learn and practice basic skills. Gain insight into Advanced Course in order to make an informed decision whether to apply for it. Build self-confidence and team-building leadership skills that can be applied throughout life.

Basic Course Physical Fitness. Only open to students in MS 101, 102, 201 and 202. Optional in MS 101 and MS 102; required in MS 201 and 202. A course with different roles for students at different levels in the program. Participate in and learn to lead a physical fitness program.

Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life.

MS 210 CAMP CHALLENGE. A six-week summer camp conducted at an Army post. The student receives pay. Travel, lodging and most meal costs are defrayed by the Army. The environment is rigorous, and is similar to Army Basic Training. No military obligation incurred. Open only to students who have not taken all four of MS 101, 102, 201 and 202, and who pass a physical examination (paid for by ROTC). Completion of MS 210 qualifies a student for entry into the Advanced Course. Three different cycles offered during the summer, but spaces are limited by the Army. Candidates can apply for a space any time during the school year prior to the summer. Pass/Fail grade only. *(6) Summer.*

MS 301 LEADING SMALL ORGANIZATIONS I. Series of practical opportunities to lead small groups, receive personal assessments and encouragement, and lead again in situations of increasing complexity. Uses small unit defensive tactics and opportunities to plan and conduct training for lower division students both to develop such skills and as vehicles for practicing leading. Three hours and a required leadership lab, MS301L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation. ***Prerequisite: Successful completion of Basic Course requirements. (3) Fall. Fee \$25.00.***

MS 302 LEADING SMALL ORGANIZATIONS II. Continues methodology of MS 301. Analyze tasks and prepare written or oral guidance for team members to accomplish tasks. Delegate tasks and supervise. Plan for and adapt to the unexpected in organizations under stress. Examine and apply lessons from leadership case studies. Examine importance of ethical decision making in setting a positive climate that enhances team performance. Three hours and a required leadership lab, MS302L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is required; two other weekend exercises are optional. ***Prerequisite: Successful completion of MS 301.***

MS 310 ROTC ADVANCED CAMP. A five-week camp conducted at an Army post. Only open to (and required of) students who have completed MS 301 and 302. The student receives pay. Travel, lodging and most meal costs are defrayed by the U.S. Army. The Advanced Camp environment is highly structured and demanding, stressing leadership at small unit levels under varying, challenging conditions. Individual leadership and basic skills performance are evaluated throughout the camp. Although this course is graded on a Pass/Fail basis only, the leadership and skills evaluations at the camp weigh heavily in the subsequent selection process that determines the type commission and job opportunities given to the student upon graduation from ROTC and the university. ***Prerequisites: MS 301 and 302. Cadets will put into practice the leadership, tactical and soldier skills learned in the classroom and lab.***

MS 401 LEADERSHIP CHALLENGES AND GOAL-SETTING. Plan, conduct and evaluate activities of the ROTC cadet organization. Articulate goals and put plans into action to attain them. Assess organizational cohesion and develop strategies to improve it. Develop confidence in skills to lead people and manage resources. Learn/apply various Army policies and programs in this effort. Three hours and a required leadership lab, MS401L, plus required

participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation. ***Prerequisite: Successful completion of MS 302.***

MS 402 TRANSITION TO LIEUTENANT. Continues the methodology from MS 401. Identify and resolve ethical dilemmas. Refine counseling and motivating techniques. Examine aspects of tradition and law that relate to leading. Prepare for a future as a successful Army lieutenant. Three hours and a required leadership lab, MS402L, plus required participation in three one-hour sessions for physical fitness. Participation in one weekend exercise is also required, and one or two more weekend exercises may be offered for optional participation.

MS 301L, 302L, 401L and 402L ADVANCED COURSE LEADERSHIP LABORATORIES. Open only to students in the associated Military Science course. Series, with different roles for students at different levels in the program. Involves leadership responsibilities for the planning, coordination, execution and evaluation of various training and activities with Basic Course students and for the ROTC program as a whole. Students develop, practice and refine leadership skills by serving and being evaluated in a variety of responsible positions.

ADVANCED COURSE PHYSICAL FITNESS. Only offered to (and required of) students in MS 301, 302, 401 and 402, of which this program is an integral part. A series with different roles for students at different levels in the program. Students learn to plan and lead physical fitness programs. Students develop the physical fitness required of officers in the Army. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life.

MS 432 SURVEY OF MILITARY HISTORY. A performance-based information program designed to examine the lessons of history and apply the lessons to the treatment of contemporary military problems. This objective is accomplished by presenting students an historic survey of warfare and the relationship between the soldier and the state. ***REQUIRED FOR COMMISSIONING. (3) Fall.***

NOTE: All military science courses include a mandatory 1½ hours leadership laboratory.

ROTC ENHANCED SKILLS TRAINING PROGRAM (ESTP)

The ROTC Enhanced Skills Training Program (ESTP) is intended to improve skill levels in (1) Reading, (2) Written English Expression, (3) Mathematics, (4) Oral Communications, and (5) Cognitive Skills as they relate to on-duty performance requirements in the United States Army. Shaw University has contracted to teach four courses. These courses may be taken during the freshman, sophomore, junior or senior year.

All cadets are tested and enrolled in the above courses based upon the test results. Courses are conducted concurrently with the regular college terms with no fewer hours of instruction than other classes with similar titles and descriptions. There is no additional charge for these courses.

Students are expected to complete nine (9) hours of classes in the Enhanced Skills Training Program prior to commissioning.

ROTC	Enhanced Reading
ROTC	*Enhanced Reading (Advanced)
ROTC	Enhanced English and Writing
ROTC	Enhanced Oral Expression
ROTC	Enhanced Math
ROTC	**Enhanced Math (Advanced)

- * *The Enhanced Reading (Advanced) will only be available to those students who score at or above the 60th percentile on the Nelson Denny Reading Test.*
- ** *The Enhanced Math (Advanced) will only be available to those students who score at or above the 85th percentile on the Descriptive Test of Mathematics Skills (Arithmetic and Algebra).*

The ESTP classes are not remedial but are designed to enhance the skills already developed in the regular college English and math classes. Students in the ESTP classes will receive college level work and instruction and will be evaluated according to the grading standards established by the College. It is required by the Army that students be given a pre- and post-test. Students who do not score at the 60th percentile on the Nelson Denny Reading Test, and the 85th percentile on the Descriptive Test Mathematics Skills (both arithmetic and algebra) and a holistic score of eight (8) on their writing post-test will receive an "I" (incomplete) until they satisfy the College and Army requirements.

ACADEMIC ADVISEMENT — SUGGESTED SEQUENCE OF COURSES

First Semester		Second Semester	
University Core Curriculum Req 12 to 15 hrs		University Core Curr. Req.12 to 15 hrs	
<u>Suggested Course</u>		<u>Suggested Course</u>	
MS 101 Introduction to ROTC	2	MS 102 Introduction to Leadership	2
MS 101L Leadership Lab	<u>0</u>	MS 102 L Leadership Lab	<u>0</u>
TOTAL	14 to 17 hrs.	TOTAL	14 to 17 hrs
Third Semester		Fourth Semester	
University Core Curriculum Req.		University Core Curriculum Req.	
and		and	
Department/Major Req. 12 to 15 hrs		Department/Major Req. 12 to 15 hrs	
<u>Suggested Course</u>		<u>Suggested Course</u>	
MS 201 Self/Team Development	2	MS 202 Ind./Team Military Tactic	2
MS 201L Self/Team Develop. Lab	<u>0</u>	MS 202L Ind./Team Mil. Tactics Lab	
	<u>0</u>		
TOTAL	14 to 17 hrs.	TOTAL	14 to 17 hrs

Summer Session: End of 2nd Year

MS 210: ROTC Camp Challenge 6 Hrs

Fifth Semester

Department Requirements
and
Major Requirements 12 to 15 hrs

Suggested Course

MS 301 Leading Small Org. I 3
MS 301L Leading Small Org I Lab 0
TOTAL 15 to 18 hrs.

Sixth Semester

Department Requirements
and
Major Requirements 12 to 15 hrs

Suggested Course

MS 302 Leading Small Org II 3
MS 302L Leading Small Org II Lab 0
TOTAL 15 to 18 hrs

Summer Session: End of 3rd Year

MS 210: ROTC Camp Challenge 6 Hrs

Sixth Semester

Department Requirements
and
Major Requirements 12 to 15 hrs

Suggested Course

MS 401 Leadership Chall. & Goal 3
MS 401L Leadership Chall. & Goal Lab 0
TOTAL 15 to 18 hrs.

Seventh Semester

Department Requirements
and
Major Requirements 12 to 15 hrs

Suggested Course

MS 402 Transition to Lieutenant 3
MS 402L Transition to Lieu. Lab 0
TOTAL 16 to 18 hrs

**College of Graduate
and
Professional Studies
Academic
Departments**

COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

Dr. Joan Barrax, *Dean*

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The College of Graduate and Professional Studies has four undergraduate departments: the Department of Allied Health Professions, the Department of Business and Public Administration, the Department of Education, and the Department of Computer Information Systems.

The Department of Allied Health Professions offers five bachelor of science degrees. These are the bachelor of science in: Adapted Physical Education, Athletic Training; Adapted Physical Education, Kinesiotherapy; Recreation; Speech Pathology and Audiology; and Therapeutic Recreation. Minors are also available in Recreation and Speech Pathology and Audiology. The Department is accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the American Kinesiotherapy Association (AKTA); and the National Academy of Preprofessional Programs in Communication Sciences and Disorders (NAPP).

The Department of Business and Public Administration offers a Bachelor of Science degree in Business Administration and a Bachelor of Arts degree in Public Administration. The department also offers an Associate of Arts degree in Business Management for prison inmates only. There are two concentrations in the bachelor's degree program in Business Administration: Accounting and Management. Minors are offered in Accounting, Business Management, or Public Administration.

The Department of Computer Information Science offers a Bachelor of Science degree in the discipline. Students may also have a minor in the discipline.

The Department of Education offers seven undergraduate programs leading to the Bachelor of Arts degree. These programs are: Birth to Kindergarten Education, Elementary Education, Special Education, as well as secondary programs in Biology Education, English Education, Mathematics Education, and Social Studies Education. All programs are approved by the North Carolina Department of Public Instruction (DPI). The Birth through Kindergarten program is the newest and currently has temporary authorization by DPI. The department is accredited by the National Council for Accreditation of Teacher Education.

Department of Allied Health Professions

Degrees Offered:

- Bachelor of Science in Adapted Physical Education: Athletic Training
- Bachelor of Science in Adapted Physical Education: Kinesiotherapy
- Bachelor of Science in Recreation
- Bachelor of Science in Speech Pathology & Audiology
- Bachelor of Science in Therapeutic Recreation

Description of the Department

The Department of Allied Health Professions has a science-based curriculum that provides a broad background for students planning to further their education at the graduate level. The department offers the *Bachelor of Science* degree and emphasizes five primary disciplines: Athletic Training, Kinesiotherapy, Recreation, Speech Pathology & Audiology, and Therapeutic Recreation. These academic offerings carry a competitive matriculation requirement.

In addition to housing a fully functional Kinesiotherapy Rehabilitation Clinic, and a well-equipped Speech and Hearing Clinic, the Department enjoys accreditation and endorsement by the Commission on Accreditation of Allied Health Education Programs (CAAHEP), the American Kinesiotherapy Association (AKTA), and the National Academy of Preprofessional Programs in Communication Sciences and Disorders (NAPP).

Minors are available for the majors in Recreation and Speech Pathology & Audiology.

Description of the Major Areas of Study

ATHLETIC TRAINING

Athletic training is an allied health profession dedicated to prevention, care, and rehabilitation of injuries in physically active people. Athletic trainers work with physicians and other members of the sports medicine team to help injured athletes return safely to their sports. The mission of our program is to provide students with the necessary academic and clinical background that will allow them to become certified by the National Athletic Trainers' Association upon graduation.

The five-year program in athletic training requires practicum experiences and clinical internships totaling at least **1500** clock hours under direct supervision of a certified athletic trainer.

The departmental core is:

HPE 216: Terminology for Allied Health Professions

2

Major Requirements For Adapted Physical Education: Athletic Training Concentration

ATH 285	Supervised Experience In Therapeutic Clinical Settings - I	1
ATH 378	Prevention and Care of Athletic Injuries	3
ATH 379	Therapeutic Modalities	3
ATH 380	Clinical Evaluation of Athletic Injuries & Pharmacology	3
ATH 385	Supervised Experience In Therapeutic Clinical Settings - II	1
ATH 485	Supervised Experience In Therapeutic Clinical Settings – III	1
ATH 493	Clinical Internship in Athletic Training	6
HPE 113	Sports Technique & Motor Skills I	2
HPE 114	Sports Technique & Motor Skills - II	2
HPE 214	Beginning Swimming	1
HPE 215	Intermediate Swimming	1
HPE 221	Introduction to HPER & Allied Health Professions	3
HPE 321	Motor Learning	3
HPE 373	Physiology of Exercise	3
HPE 373L	Physiology of Exercise Lab	0
HPE 374	Kinesiology & Analysis of Human Movement	3
HPE 374L	Kinesiology & Analysis of Human Movement Lab	0
HPE 375	Kinesiotherapy I - Prevention & Care of Injury	3
HPE 376	Therapeutic Exercise	3
HPE 424	Kinesiotherapy II: Clinical Practicum	3
HPE 432	Organization & Administration of HPER	3
HPE 472	Tests & Measurements In Adapted P.E., REC., and KT	3

See page 90 for American Humanities Course Requirements.

REQUIRED CURRICULUM IN ADAPTED PHYSICAL EDUCATION: ATHLETIC TRAINING CONCENTRATION

Year 1

Fall		Spring	
ENG 111 College Eng & Comp II (ENG 110)	3	ENG 112 Composition & Argu	3
MAT 113 Intermediate Algebra (MAT 110)	3	MAT 115 Pre-calculus	4
INT 115 Survey of World Civilization	3	SOC 115 Intro to Social Sci	3
ETH 100 Foundations of Ethics	3	PHY 112 Intro to Physical Sci	3
ETH 000 Ethics Seminar	0	HPE 111 Per Health & Safety	1
HPE 113 Sports Tech & Motor Skills	2	HPE 114 Sports Tech & Motor Skills II	2
ATH 285 Supervised Experience in KT- I	1	FRS 112 Freshman Studies Cont	<u>.5</u>
FRS 111 Freshman Studies	<u>.5</u>		
TOTAL	15.5 hrs		16.5 hrs.

Year 2

Fall

ENG 113 Composition & Research	3
CIS 101 Concepts of Computers	3
HPE 216 Term for Allied Health Prof	2
BIO 211 General Biology	4
HPE 214 Beginning Swimming	1
HPE 221 Intro. to HPER & Allied Health	<u>3</u>
TOTAL	16 hrs.

Spring

ETH 200 Concepts & Issues	3
HUM 200 Introduction to Humanities	3
BIO 371 Human Anatomy	4
COM 210 Public Speaking	3
HPE 215 Intermediate Swimming	<u>1</u>
TOTAL	14 hrs.

Year 3

Fall

CHE 212 General Chemistry	4
PSY 201 Introduction to Psychology	3
ATH 378 Prev & Care of Athletic Injuries	3
ATH 385 Supervised Experience – II	1
ETH 300 Professional Ethics	<u>3</u>
	<u>3</u>
HPE 374L Kinesiology & Human Mvt Lab	<u>0</u>
TOTAL	14hrs

Spring

BIO 372 Human Physiology	4
ATH 379 Therapeutic Modalities	3
HPE 373 Physiology of Exercise	3
HPE 373L Physiology of Exercise Lab	0
HPE 374 Kinesiology & Human Movemt	
TOTAL	13 hrs.

Year 4

Fall

BIO 493 Neuroanatomy	4
PSY210 Human Development	3
HPE 375 KT I: Prev & Care of Injury	3
	<u>3</u>
ATH 485 Supervised Experience -- III	1
HPE 321 Motor Learning	3
HPE 376 Therapeutic Exercise	<u>3</u>
TOTAL	17 hrs.

Spring

PSY 304 Abnormal Psychology	3
HPE 424 KT II: Clinical Practicum	3
HPE 432 Org & Administration of HPER	
	<u>3</u>
ATH 380 Clinical Eval of Athletic Injuries & Pharmacology	<u>3</u>
TOTAL	12 hrs.

Year 5

Fall

ATH 493 Clinical Internship in Athl Trng	6
*Elective	3
*Elective	<u>3</u>
TOTAL	6-*12 hrs.

Spring

ATH 493 Clin Intern. in Athl Trng (<i>cont</i>)	0
HPE 472 Test & Measurements in Adapted P.E., REC & KT	3
*Elective	<u>3</u>
TOTAL	3-*6 hrs.

TOTAL HOURS REQUIRED FOR GRADUATION = 127

KINESIOTHERAPY

Kinesiology is the study of human movement and all its manifestations. A kinesiotherapist is a health care professional who, under the direction of a physician, treats the effects of disease, injury, and congenital disorders, through the use of therapeutic exercise and education. The five-year program requires 1000 clock hours of clinical observation, practicum, and clinical internship.

Students complete specific coursework within a rigorous curriculum in such areas as anatomy, chemistry, mathematics, physiology, and psychology. The program offers students preparation for graduate work in athletic training, adapted physical education, adult or corporate fitness, and sports medicine. Students planning to enter the job market with an undergraduate degree prepare for entry-level employment with corporate and community fitness programs, health clubs, and similar fitness related industries.

The departmental core is:

HPE 216: Terminology for Allied Health Professions 2

Major Requirements For Adapted Physical Education: Kinesiotherapy Concentration

HPE 113	Sports Technique & Motor Skills – I	2
HPE 114	Sports Technique & Motor Skills - II	2
HPE 214	Beginning Swimming	1
HPE 215	Intermediate Swimming	1
HPE 221	Intro. to HPER & Allied Health Professions	3
HPE 224 OR HPE 225	Folk, Sq., Clog/Modern Dance	2
HPE 244	Gymnastics (alternate years)	1
HPE 285	Supervised Experience In Clinical Settings - I	1
HPE 373	Physiology of Exercise	3
HPE 373L	Physiology of Exercise Lab	0
HPE 374	Kinesiology & Analysis of Human Movement	3
HPE 374L	Kinesiology & Analysis of Human Movement Lab	0
HPE 375	Kinesiotherapy - Prevention & Care of Injury	3
HPE 385	Supervised Experience In Clinical Settings - II	1
HPE 424	Pre-Kinesiotherapy Clinical Practicum	3
HPE 472	Tests & Measurements In Adapted. P.E., Rec., and KT	3
HPE 485	Supervised Experience In Clinical Settings - III	1
HPE 490	Methods of Teaching Allied Health Services	3
HPE 493	Clinical Internship in Kinesiotherapy	6 – 12

REQUIRED CURRICULUM IN ADAPTED PHYSICAL EDUCATION: KINESIOTHERAPY CONCENTRATION

Year 1

Fall		Spring	
ENG 111 College Eng. & Comp (ENG 110)	3	ENG 112 Composition & Argument	3
MAT 113 Intermediate Algebra (MAT 110)	3	MAT 115 Pre-calculus	4
INT 115 Survey of World Civilization	3	SOC 115 Introduction to Social Science	3
ETH 100 Foundations of Ethics	3	PHY 112 Introduction to Physical Science	3
ETH 000 Ethics Seminar	0	HPE 111 Personal Health & Safety	1
FRS 111 Freshman Orientation	.5	HPE 114 Sports Tech & Motor Skills II	2
HPE 113 Sports Tech & Motor Skills I	2	FRS 112 Freshman Orientation Cont	<u>.5</u>
HPE 285 Supervised Experience - I	<u>1</u>		
TOTAL	15.5hrs.		16.5hrs.

Year 2

Fall		Spring	
ENG 113 Composition & Research	3	ETH 200 Concepts & Issues	3
CIS 101 Concepts of Computers	3	HUM 200 Introduction to Humanities	3
HPE 216 Term for Allied Health Prof	2	BIO 371 Human Anatomy	4
BIO 211 General Biology	4	COM 210 Public Speaking	3
HPE 214 Beginning Swimming	1	HPE 215 Intermediate Swimming	1
HPE 221 Intro. to HPER & Allied Health	<u>3</u>	Elective	<u>3</u>
TOTAL	16 hrs.		17 hrs.

Year 3

Fall		Spring	
CHE 212 General Chemistry	4	BIO 372 Human Physiology	4
PSY 201 Introduction to Psychology	3	PSY 210 Human Development	3
HPE 225 Mod Dance (or HPE 224 in spring)	2	HPE 373 Physiology of Exercise	3
HPE 244 Gymnastics	1	HPE 373L Physiology of Exercise Lab	0
HPE 385 Supervised Experience - II	1	HPE 374 Kinesiology & Human Mvt	3
ETH 300 Professional Ethics	3	HPE 374L Kines. & Human Mvt Lab	<u>0</u>
Elective	1		
TOTAL	15 hrs.		13 hrs.

Year 4

Fall		Spring	
BIO 493 Neuroanatomy	4	PSY 330 Physiological Psychology	3
PSY 304 Abnormal Psychology	3	HPE 424 Pre-Kinesiotherapy Practicum	3
HPE 375 Kinesiotherapy	3	HPE 472 Tests & Measurements in	3
HPE 485 Supervised Experience - III	1	Adapted P.E., Recreation, & KT	
HPE 490 Methods of Teaching Allied Health Sciences	<u>3</u>	Elective	<u>3</u>
TOTAL	14 hrs.		12 hrs.

Year 5

Fall		Spring	
HPE 493 Clinical Internship in KT	6-12	HPE 493 Clinical Internship in KT	
PSY 341 Social Psychology	<u>3</u>	(Continued)	
TOTAL	9-15 hrs.		

TOTAL HOURS REQUIRED FOR GRADUATION = 128

RECREATION

The major in recreation is designed to prepare students with basic professional preparation by providing the skills that are essential for implementing physical activity programs in community agencies, schools, recreation agencies, fitness centers, etc. A total of **450** hours of professional observation and practicum experience are required of majors in Recreation. Objectives of the major are to provide skills:

- In planning, organizing, supervising, evaluating, and interpreting various aspects of a physical activity program
- To perform a wide-range of motor and sports activities
- In human movement
- In applying the basic concepts of personal and community health
- In applying scientific principles of learning to special populations in physical education and leisure activities.

A minor is available and requires 16 credit hours in selected courses.

The departmental core course is:

HPE 216: Terminology for Allied Health Professions

2

Major Requirements For Recreation

REC 281	Principles & Techniques of Recreation	3
REC 284	Outdoor Education & Camping	3
REC 285	Supervised Experience in Recreation - I	3
REC 322	Therapeutic Recreation	3
REC 381	Planning & Administration of Social Recreation	3
REC 382	Parks & Recreation Supervision	3
REC 385	Supervised Experience in Recreation - II	1
REC 485	Supervised Experience in Recreation - III	1
REC 491	Internship in Recreation	6
REC 492	Research Seminar in Recreation	3

Requirements For The Minor In Recreation (16 credit hours)

REC 281	Principles & Techniques of Recreation	3
REC 284	Outdoor Education & Camping	3
REC 285	Supervised Experience in Recreation - I	1
REC 381	Planning & Administration of Social Recreation	3
HPE 113	Sports Technique & Motor Skills - I	1
HPE 224	Folk, Square, & Clog Dance <u>OR</u>	2
HPE 225	Modern Dance	2
HPE 374	Kinesiology & Analysis of Human Movement	3

REQUIRED CURRICULUM IN RECREATION

Freshman Year

Fall		Spring	
ENG 111 College Eng. & Comp. (ENG 110)	3	ENG 112 Comp & Argument	3
MAT 111 General Mathematics (MAT 110)	3	MAT 112 General Mathematics	3
INT 115 Survey of World Civilization	3	SOC 115 Intro to Social Science	3
ETH 000 Ethics Seminar	0	HPE 113 Sports Tech & Motor Skills I	2
ETH 100 Foundations of Ethics	3	FRS 112 Freshman Orientation Cont	.5
HPE 111 Personal Health & Safety	1	PHY 112 Intro to Physical Science	3
FRS 111 Freshman Studies	.5	HPE 215 Intermediate Swimming	1
HPE 214 Beginning Swimming	<u>1</u>	REC 285 Suprvsd. Exper. in Rec. – I	<u>1</u>
TOTAL	14.5 hrs		16.5 hrs

Sophomore Year

Fall

ENG 113 Composition & Research	3
CIS 101 Concepts of Computers	3
BIO 111 Introduction to Biology	3
ETH 200 Concepts & Issues	3
HPE 216 Term for Allied Health Prof	2
HPE 221 Intro. to HPER & Allied Hlth. Profs.	3
HPE 244 Gymnastics	<u>1</u>
TOTAL	18hrs

Spring

BIO 371 Human Anatomy	4
HUM 200 Intro. to Hum. (PRE: ENG 112)	3
PSY 201 Introduction to Psychology	3
COM 210 Public Speaking	3
REC 385 Suprvisd. Exper. in Rec – II	1
REC 284 Outdoor Edu. & Camping Techn.	<u>3</u>
OR HPE 376 Therapeutic Exercise	
TOTAL	17hrs

Junior Year

Fall

HPE 274 First Aid & Safety	2
PSY 330 Physiological Psychology	3
REC 281 Prin & Tech. of Recreation	3
REC 382 Parks & Rec Supervision	3
REC 485 Suprvisd. Exper. in Rec – III	1
HPE 225 Modern Dance	2
(or HPE 224 in Spring)	
BUS 204 Principles of Business	<u>3</u>
TOTAL	17 hrs

Spring

ETH 300 Professional Ethics	3
HPE 374 Kinesiology & Anal. of Human Mvt	3
HPE 432 Org. & Admin. of HPE, Rec., & KT	3
REC 322 Therapeutic Recreation	3
REC 381 Plan. & Admin. of Social Rec	<u>3</u>

Senior Year

Fall

REC 491 Internship in Recreation	6
PSY 341 Social Psychology	3
Elective	<u>3</u>
Elective	<u>3</u>
TOTAL	12 hrs

Spring

ART 413 Crafts	3
REC 492 Research Seminar in Rec	3
HPE 472 Tests & Mmnt. in Adt P.E., Rec & KT	3

12 hrs

TOTAL HOURS REQUIRED FOR GRADUATION = 122

SPEECH PATHOLOGY AND AUDIOLOGY

Speech-language pathologists and audiologists are concerned with the evaluation, diagnosis, treatment, and research in communication sciences and disorders. The undergraduate major in Speech Pathology and Audiology is a preprofessional program leading to the Bachelor of Science degree (B.S.). The B.S. degree is the first degree in a continuum that leads to the Master's degree. Undergraduate preparation includes a broad educational experience in science, liberal arts, strong oral and written skills, and a basic coursework in the science of speech pathology and audiology. Students are also required to complete a research thesis in their senior year.

The professional discipline of speech-language pathology deals with disorders of articulation, voice, language, stuttering, and aphasia. Audiology includes specialization in the prevention, identification, and rehabilitation of hearing disorders, and prescription and dispensing of hearing aids. All programs have faculty who are certified and licensed by the State of North Carolina and their national professional body.

A minor is available and requires 15 credit hours in selected courses.

The departmental core is:

HPE 216	Terminology for Allied Health Professions	2
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Major Requirements in Speech Pathology & Audiology

SPP 151	Introduction to Communication Disorders	3
SPP 245	Nature of Language	3
SPP 251	Phonetics	3
SPP 351	Anatomy & Physiology of the Speech Mechanism	3
SPP 352	Disorders of Articulation	3
SPP 360	Speech and Hearing Science	3
SPP 361	Introduction to Audiology	3
SPP 363	Aural Rehabilitation	3
SPP 451	Diagnostic Methods in Speech Pathology	3
SPP 467	Clinical Practicum I	3
SPP 468	Clinical Practicum II	3
SPP 491	Senior Research Thesis	3-6
SPP 491L	Report Writing Lab	0

Requirements for a minor in Speech Pathology and Audiology:

SPP 151	Introduction to Communication Disorders	3
SPP 245	Nature of Language	3
SPP 251	Phonetics	3
SPP 352	Disorders of Articulation	3
SPP 361	Introduction to Audiology	3

Number of hours required for a minor = 15

In order for a student to advance to the junior level in Speech Pathology and Audiology, a minimum cumulative grade point average of 2.8 is required. To remain in the major, this level must be maintained along with a grade point average of 3.0 in the major courses. In order to participate in clinical practicum, a student must receive at least a 3.0 in SPP 353, Voice Disorders or SPP 451, Diagnostic Methods in Speech Pathology.

REQUIRED CURRICULUM IN SPEECH PATHOLOGY & AUDIOLOGY

Freshman Year

Fall			Spring		
ENG 111	College Eng & Comp II (ENG 110)	3	ENG 112	Composition & Argument	3
MAT 111	General Mathematics (MAT 110)	3	MAT 112	General Mathematics	3
INT 115	Survey of World Civilization	3	SOC 115	Introduction to Social Science	3
ETH 100	Foundation of Ethics	3	HPE 112	Fundamental Skills	1
ETH 000	Ethics Seminar	0	PHY 112	Intro. to Physical Science	3
HPE 111	Personal Health & Safety	1	FRS 112	Freshman Orientation Continued	.5
FRS 111	Freshman Studies	.5			
TOTAL		13.5hrs			13.5 hrs

Sophomore Year

Fall			Spring		
ENG 113	Composition & Research	3	COM 210	Public Speaking	3
CIS 101	Concepts of Computers	3	HUM 200	Intro. to Humanities (Pre: ENG 112)	3
BIO 111	Introduction to Biology	3	SPP 245	Nature of Language	3
ETH 200	Concepts & Issues	3	SPP 251	Phonetics	3
HPE 216	Term. for Allied Health Prof	2	SPP	Elective	3
SPP 151	Intro to Comm. Disorders	3			
TOTAL		17hrs			15 hrs

Junior Year

Fall			Spring		
SPP 351	Anatomy & Physiology	3	SPP 361	Introduction to Audiology	3
SPP 352	Disorders of Articulation	3	SPP 451	Diagnostic Methods	3
SPP 360	Speech and Hearing Science	3	SPP	Elective	3
GRT 202	Introduction to Gerontology	3	EVR 200	Elementary Statistics	3
EDU 370	Exceptionalities	3	ETH 300	Professional Ethics	3
	General Elective	3			
TOTAL		18 hrs			15 hrs

Senior Year

Fall			Spring		
SPP 363	Aural Rehabilitation	3	SPP 468	Clinical Practicum II	3
SPP 467	Clinical Practicum II	3	SPP 452	Physiogenic Disorders	3
SPP 491	Senior Research Thesis	6	SPP 491	Senior Research Thesis Continued	0
SPP 491L	Research Writing Lab	0	ART	Elective	3
	General Elective	<u>3</u>		General Elective	3
				General Elective	<u>3</u>
TOTAL		15hrs			15 hrs

TOTAL HOURS REQUIRED FOR GRADUATION: 122

Suggested Electives: SPP 248 Intermediate Sign Language; SPP 348 Advanced Sign Language; BUS 204 Principles of Business; GRT 241 The Helping Professions

THERAPEUTIC RECREATION

Therapeutic recreation is the provision of Treatment and Recreation Services to persons with illnesses or disabling conditions. The undergraduate program offers experiences that include a continuum of functional abilities and assist in diagnosis; an academic environment that focuses on the acquisition of knowledge, skills, and attitudes that facilitate an independent lifestyle; and recreation participation that uses activities to enhance health.

Work places include:

- Recreational agencies
- Free-standing rehabilitation hospitals; outpatient rehabilitation facilities; and rehabilitation units within hospitals
- Home health care agencies
- Residential facilities for persons with disabilities
- Long-term care or skilled nursing facilities

A minimum of 500 clock hours of professional observations, practicum experiences, and internships is an integral component of the major. A minor is available and requires 16 credit hours.

The departmental core course is:

HPE 216: Terminology for Allied Health Professions 2

Major Requirements For Therapeutic Recreation Concentration

TRC 322	Introduction to Therapeutic Recreation	3
TRC 323	Therapeutic Recreation in Clinical Setting	3
TRC 400	History & Philosophy of Therapeutic Recreation	3
TRC 410	Professional Foundations of Recreation Therapy	3
TRC 491	Internship in Therapeutic Recreation	3

REC 281	Principles & Techniques of Recreation	3
REC 284	Outdoor Education & Camping	3
REC 285	Supervised Experience in Recreation - I	3
REC 381	Planning & Administration of Social Recreation	3
REC 382	Parks & Recreation Supervision	3
REC 385	Supervised Experience in Recreation - II	1
REC 485	Supervised Experience in Recreation - III	1
REC 492	Research Seminar in Recreation	3
HPE 113	Sports Technique & Motor Skills - I	1
HPE 374	Kinesiology & Analysis of Human Movement	3
HPE 432	Organization and Administration of HPER	3
HPE 472	Tests & Measurement in Adapted P.E., REC, & KT	3

REQUIRED CURRICULUM IN THERAPEUTIC RECREATION CONCENTRATION

Freshman Year

Fall			Spring		
ENG 111	College Eng & Comp II (ENG 110)	3	ENG 112	Composition & Argument	3
MAT 111	General Mathematics (MAT 110)	3	MAT 112	General Mathematics	3
INT 115	Survey of World Civilization	3	SOC 115	Introduction to Social Science	3
ETH 100	Foundations of Ethics	3	HPE 113	Sports Tech. & Motor Skills	2
ETH 000	Ethics seminar	0	PHY 112	Intro. to Physical Science	3
HPE 111	Personal Health & Safety	1	HPE 215	Intermediate Swimming	1
HPE 214	Beginning Swimming	1	ETH 000	Ethics Seminar	0
REC 285	Suprvsd. Exper. in Rec. - I	1	FRS 112	Freshman Studies Continued	<u>.5</u>
FRS 111	Freshman Studies	<u>.5</u>			
TOTAL		15.5hrs	15.5 hrs		

Sophomore Year

Fall			Spring		
ENG 113	Composition & Research	3	REC 284	Outdoor Recreation & Camping	3
CIS 101	Concepts of Computers	3		Tech Or HPE 376 Therapeutic Exercise	
BIO 111	Introduction to Biology	3	HUM 200	Intro. to Humanities (PRE: ENG 112)	3
ETH 200	Concepts & Issues	3	BIO 371	Human Anatomy	4
HPE 216	Term. for Allied Health Prof	2	COM 210	Public Speaking	3
HPE 221	Intro. to HPER & Allied Hlth. Profs.	3	REC 385	Suprvsd. Exper. in Rec. - II	1
HPE 244	Gymnastics	<u>1</u>	PSY 201	Intro. to Psychology	<u>3</u>
TOTAL		18 hrs	17 hrs		

Junior Year

Fall

HPE 274 First Aid & Safety	2
PSY 330 Physiological Psychology	3
REC 281 Prin. & Tech. of Recreation	3
REC 382 Parks & Rec. Supervision	3
REC 485 Suprvsd. Exper. in Rec. - III	1
TRC 322 Intro to Therapeutic Recreation	3
TRC 400 History & Philosophy of Therap. Rec	<u>3</u>

TOTAL 18 hrs.

Spring

ETH 300 Professional Ethics	3
HPE 374 Kines. & Anal. of Human Mvmt.	3
HPE 432 Org. & Admin. of HPER	3
TRC 323 Therap. Rec. in Clinical Setting	3
REC 381 Plan. & Admin. of Social Rec.	<u>3</u>

15hrs.

Senior Year

Fall

TRC 491 Internship in Therapeutic Rec	3
PSY 341 Social Psychology	3
BUS 204 Principles of Business	3
*Elective	<u>3</u>

TOTAL 9-* 12 hrs

Spring

ART 413 Crafts	3
REC 492 Research Seminar in Recreation	3
HPE 472 Tests & Meas. in Adapt. P.E., Rec & KT	3
TRC 410 Profess. Found. of Rec. Therapy	3
*Elective	<u>3</u>

12-* 15 hrs

TOTAL HOURS REQUIRED FOR GRADUATION=120

COURSE OFFERINGS AND DESCRIPTIONS

ATH 285 Supervised Experience in Therapeutic Clinical Settings-I (1 cr.) - *Fall, Spring, Summer*

This course begins the practical experiences requirements for adapted physical education and kinesiotherapy and athletic training. Students work in various areas of professional interest under the direction of certified practitioners. A minimum of 100 clock hours of practical experience is required.

ATH 385 Supervised Experience in Therapeutic Clinical Settings -II (1 cr.) – Prerequisite: ATH 285 – *Fall, Spring, Summer*

This is a continuation of opportunities for students to gain practical experience by working in areas of professional interest under certified practitioner. A minimum of 125 clock hours of practical experience is required. Internship preparation guidelines are introduced.

ATH 378 Prevention and Care of Athletic Injuries (3 cr.) - Fall

Clinical approaches to the prevention and treatment of injuries common to work, recreation and sports activities are discussed. Acute and overuse injuries are also addressed. This class is designed to provide an overview of all aspects of athletic training. Taping, strapping, and padding are emphasized.

ATH 379 Therapeutic Modalities (3 cr.) - Spring

Advanced principles and practice relative to dosage, time, and frequency of therapeutic modalities utilized in the treatment of athletic injuries are presented. Cryotherapy, thermotherapy, electrotherapy, ultrasound, iontophoresis, massage, traction and other modalities will be performed and/or discussed.

ATH 380 Clinical Evaluation of Athletic Injuries & Pharmacology (3 cr.) - Spring

Triage, transport, and referral are discussed relative to injury severity and multiple injuries involving one or more persons. Emphasis is placed on recognizing life-threatening injuries. Detailed physical examination of the spine and extremities are performed. In addition, the effects of medications and drug interactions of substances commonly dispensed by athletic trainers are examined.

ATH 485 Supervised Experience in Therapeutic Clinical Settings-III (1 cr.)

Prerequisite: ATH 385 - Fall, Spring, Summer

This course is a precursor to clinical internship in a continuation of opportunities for students to gain practical experience by working in areas of professional interest under certified practitioners. A minimum of 175 clock hours of practical experience is required.

ATH 493 Clinical Internship in Athletic Training (6 cr.) - Fall, Spring

Upon completion of all required coursework, the student is assigned to a therapeutic agency specifically related to the specified area. This 16-week internship is the culmination of a minimum 1500 clock-hour requirement of supervised clinical experiences.

HPE 111 Personal Health and Safety (1 cr.). - Fall, Spring, Summer

A course designed to acquaint the student with basic knowledge and understanding of concepts associated with physical fitness and activity as they relate to optimal healthful living.

HPE 112 Fundamental Motor Skills (1 cr.) - Fall, Spring, Summer

A course designed for students who meet minimum standards of physical capacity and for those who wish to evaluate general levels of physical condition as well as specific areas of weaknesses. Emphasis is placed on a wide variety of exercise, fundamental sports skills, and learning procedures in team sports. A similar course designated "HC" is offered for persons with moderate to severe physical impairment.

HPE 113 Sports Technique and Motor Skills - I (2 cr.) Majors Only - Fall

A course designed specifically to provide basic motor skills and a variety of sports skills that are germane to exercise science and rehabilitation areas of allied health.

**HPE 114 Sports Techniques and Motor Skills -II (2 cr.) Prerequisite: HPE 113;
Majors Only - *Spring***

A sequential course designed to provide advanced knowledge and appreciation of motor and sports skills that are related to the interests and needs of professional clientele.

HPE 211 Archery (1 cr.) - *Fall*

This is a beginning course designed to cover basic knowledge, techniques and fundamental skills in archery.

HPE 214 Beginning Swimming (1 cr.) – *Fall, Summer*

This course offers a basic knowledge of the fundamental strokes employed in an elementary swimming experience.

HPE 215 Intermediate Swimming (1 cr.) – *Spring, Summer*

A continuation of the techniques of elementary swimming with emphasis on endurance, breath control, water agility, and the ability to cope successfully with a wide variety of aquatic rescue situations.

HPE 216 Medical Terminology for Allied Health Professions (2 cr.) - *Fall*

A course designed to provide the prospective practitioner with basic medical and psychiatric vocabulary for the purpose of communicating skillfully with professional peers in the allied health fields.

**HPE 221 Introduction to Health, Physical Education, Recreation, and Allied Health
Professions (3 cr.) - *Fall***

The course addresses a broad understanding and interpretation of the foundations and principles of health, physical education, recreation and the allied health professions designed to enhance professional competencies in cognitive and affective domains in rehabilitative areas.

HPE 224 Folk, Square, and Clog Dance (2cr.) - *Spring*

This is an introductory course that explores the steps, patterns, and formations of folk, square, and clog dances.

HPE 225 Modern Dance (2 cr.) - *Fall*

The course covers a basic introduction to the study of the fundamentals of modern dance, including and analysis of movement, conditioning, techniques, choreography, composition, settings, costuming, and exhibition.

HPE 241 Golf (1 cr.) - *Fall*

This course deals with the fundamental skills, knowledge, techniques, history, strategies, terminology, and participation of the sport.

HPE 242 Bowling (1 cr.) - *Fall*

This course covers the basic knowledge, techniques, and practices of the fundamental skills of bowling.

HPE 244 Gymnastics (2 cr.) – Fall, even-numbered years

This is a methods course on the basic skills, techniques, and fundamentals of gymnastics, tumbling and apparatus activities.

HPE 253 Tennis (1 cr.) - Spring

This course offers a fundamental knowledge of basic skills needed to enjoy and participate in tennis as both an individual and team sport.

HPE 265 Self Defense and Karate (1 cr.) - Spring

This course serves as an introduction to Self Defense for the purpose of improving flexibility, balance, muscular strength, movement coordination, and cardiovascular fitness. Through a systematic training program of repetition, the student will employ simple self-defense techniques to defend oneself in an attack situation.

HPE 271 Fencing (2 cr.) - Fall

This course provides cohesive theory and practical application in fencing instruction. Topics covered include the system of Foil, Epee, and mental preparation of students of competition.

HPE 274 First Aid and Safety (2 cr.) - Fall, Summer

The purpose of this course is to provide competencies in knowledge and skills to give immediate care to a person who has been injured or has suddenly taken ill. It includes self-help and home care if medical assistance is not available or is delayed.

HPE 285 Supervised Experience in Therapeutic Clinical Settings-I (1 cr.) - Fall, Spring, Summer

This course begins the practical experiences requirements for adapted physical education and kinesiotherapy and athletic training. Students work in various areas of professional interest under the direction of certified practitioners. A minimum of 100 clock hours of practical experience is required.

HPE 321 Motor Learning (3 cr.) – Fall

The course covers various theories of motor learning. It examines the state of the learner, the nature of skills, and methods of instruction.

HPE 373 Physiology of Exercise (3 cr.) – Prerequisite: BIO 371 - Spring

This course is concerned with the application of physiological principles of muscular activity. It is a study of the integration of the human body systems in performance of exercise, including measurement of various physiological parameters during exercise. The course carries a laboratory component.

HPE 374 Kinesiology and Analysis of Human Movement (3 cr.) – Prerequisite: BIO 371 – Spring

This is a study of the principles of human motion as well as an anatomical analysis of everyday physical education activities for the purpose of promoting normal development and improvement of performance. A laboratory component is required.

HPE 375 Kinesiotherapy-I: Prevention and Care of Injuries (3 cr.) – Prerequisites: BIO 372, HPE 374 – Fall

This course is concerned with human movement and action. It provides a knowledge base related to disabilities; prevention and care of athletic injuries; development and rehabilitation techniques utilizing diagnostic procedures, massage, taping, bandaging, hydrotherapy, and electrotherapy. Emergency conditions are also covered.

HPE 376 Therapeutic Exercise (3 cr.) – Prerequisites: BIO 372, HPE 373 Majors Only, Spring

A course designed to provide competencies in the practice of therapeutic exercise in its application to physical rehabilitation of the physically disabled. Principles of adapted physical education, kinesiotherapy, and athletic training will be presented.

HPE 385 Supervised Experience in Therapeutic Clinical Settings -II (1 cr.) – Prerequisite: HPE 285 – Fall, Spring, Summer

This is a continuation of opportunities for students to gain practical experience by working in areas of professional interest under certified practitioner. A minimum of 125 clock hours of practical experience is required. Internship preparation guidelines are introduced.

HPE 423 Adapted Physical Education and Kinesiotherapy (3 cr.) - Prerequisites: BIO 371, BIO 372, and HPE 374 - Spring

A course designed to provide students with the cognitive, psychomotor, and affective competencies in physical activities that will enable them, as professionals, to design programs to meet the needs of those who have physical, psychological, or developmental disabilities.

HPE 424 Kinesiotherapy-II: Clinical Practicum (3 cr.) – Prerequisites: BIO 372, HPE 374, HPE 375, and HPE 423 – Spring

This course is designed to provide advanced students in kinesiotherapy and athletic training with clinical experience in specific contexts related to physical medicine and rehabilitation, electrotherapy, patient care, therapeutic exercise, massage, muscle testing, review of professional literature, and thermotherapy, including their modalities and contraindications when in use.

HPE 432 Organization and Administration of Health, Physical Education, Recreation and Kinesiotherapy (3 cr.) - Prerequisites: HPE 375, HPE 423 or Recreation majors with junior status - Spring

A course designed to provide the preprofessional student in adapted physical education, athletic training, kinesiotherapy, recreation, and therapeutic recreation with the basic academic foundation and skills necessary to organize, administer, and manage programs in school health, physical education, recreation and kinesiotherapy.

HPE 472 Tests and Measurements in Adapted Physical Education, Recreation, and Kinesiotherapy (3 cr.) - Spring

A course designed to familiarize students with the process of collecting statistical data; its interpretation and use in assessments of students, programs, patients/clients, and methodologies; and techniques of test construction and assignment of letter graders.

HPE 485 Supervised Experience in Therapeutic Clinical Settings-III (1 cr.)

Prerequisite: HPE 385 - *Fall, Spring, Summer*

This course is a precursor to clinical internship in a continuation of opportunities for students to gain practical experience by working in areas of professional interest under certified practitioners. A minimum of 175 clock hours of practical experience is required.

HPE 490 Methods of Teaching Allied Health Sciences (3 cr.) - *Fall*

A course designed to provide the student with the basic methodology of how learning takes place through motor skills, and the various techniques and assessments procedures used in teaching motor activities in schools, recreation, and kinesiotherapy settings.

HPE 492 Research and Seminar in Allied Health and Kinesiotherapy (3 cr.) - *Spring*

Designed primarily for majors in non-teaching health sciences areas, this course discusses and researches critical issues in kinesiotherapy occupational therapy, physical therapy, and related health science topics.

HPE 493 Clinical Internship in Kinesiotherapy (6-12 cr.) - *Fall, Spring, Summer*

Upon completion of all required coursework, the student is assigned to a therapeutic agency specifically related to the student's major area of concentration. This 16-week internship is the culmination of a minimum 1,000 clock-hour requirement of supervised clinical experiences for a major in adapted physical education and kinesiotherapy. Given the prior supervised experiences (HPE 285, HPE 385, HPE 485), the internship clock-hour requirement should result in no more than 600 clock-hours. Students must provide their own transportation to and from the placement site.

REC 281 Principles and Techniques of Recreation Leadership (3 cr.) - *Fall*

A study of the history, theory, and philosophy of recreation, emphasizing the significance of recreation in an age of leisure is presented. Practical leadership techniques for organized recreational activities are also discussed and demonstrated. Special emphasis is placed on program and leadership for the handicapped and aged populations.

REC 284 Outdoor Education and Camping Techniques (3 cr.) - *Spring*

Study of the nature and scope of life in the out-of-doors as well as procedures used. It deals with new uses of camping as part of a total education program and integration of outdoor activities into a traditional school pattern.

REC 285 Supervised Experience in Recreation-I (1 cr.) - *Fall, Spring, Summer*

This course is an introduction to professional methodology in recreation and leisure activities. This 50 clock-hour experience will include observation as well as practical experience under the direction of credentialed professionals.

REC 381 Planning and Administration of Social Recreation (3 cr.) - *Spring*

This course focuses on planning recreational programs for different age groups in all types of recreational agencies. Special attention is given to the planning and conducting of social recreation through classroom discussion and laboratory demonstrations.

REC 382 Parks and Recreation Supervision (3 cr.) - *Fall*

A course that deals with varied aspects of parks and playground operations and management principles and techniques that are related to facilities. Personnel and finance are discussed and analyzed. Care and physical maintenance are observed and demonstrated.

**REC 385 Supervised Experience in Recreation -II (1 cr.) Prerequisite: REC 285 –
*Fall, Spring, Summer***

This 50 clock-hour field placement is designed to provide the student with an opportunity to assist in recreation and leisure planning in a professional setting. It may also assist the student in determining potential internship sites. Students will work under the auspices of Certified Recreation Professionals.

**REC 485 Supervised Experience in Recreation-III (1 cr.) - Prerequisite: REC 385 –
*Fall, Spring, Summer***

This field placement of 50 clock-hours is the culmination of a 150-hour three-sequence practicum experience (REC 285, REC 385, REC 485). It is designed to assist the student with his/her internship placement. Certified Recreation Professionals will direct this supervised experience.

**REC 491 Internship in Recreation (6 cr.) - Prerequisite: Successful completion of
major coursework. – *Fall, Spring, Summer***

This 300-hour internship will provide students with the opportunity to apply recreation and leisure knowledge skills in a professional setting. Certified Recreation Professionals will supervise students for a twelve-week placement. Students must provide their own transportation to and from placement sites.

REC 492 Research and Seminar in Recreation (3 cr.) - *Spring*

Critical issues in recreation and related leisure activities will be researched and discussed.

SPP 151 Introduction to Communication Disorders (3 cr.) - *Fall, Spring*

A survey of the various types of disorders commonly encountered by persons in the speech, language, and hearing professions will be presented. Topics include normal conditions and disorders, and the roles and responsibilities of professionals who diagnose and treat these disorders.

SPP 245 Nature of Language (3 cr.) - *Spring*

This course seeks to explain the nature of human symbolization. Areas of study include the acquisition and development of language in children, the role of spoken and written language in society, and an exploratory look at how language determines cultural factors and shapes our perceptions of reality.

SPP 246 Beginning Sign Language (3 cr.) - *Fall, Spring*

A beginning-level course in sign language designed to introduce manual communication. It covers finger spelling and establishes vocabulary of signs.

SPP 247 Intermediate Sign Language (3 cr.) - Prerequisite: SPP 246, or successful examination - Fall

This course is designed for those who have a basic knowledge of the principles and use of manual communications using signs and who desire to increase their skill level.

SPP 251 Phonetics (3 cr.) - Spring

This course is designed to provide students with a basic understanding and workable knowledge of the International Phonetic Alphabet as an important tool in the speech and hearing professions. Mastery of the underlying principles as well as practical application is stressed. Transcription will be ongoing throughout the course.

SPP 348 Advanced Sign Language (3 cr.) - Prerequisite: SPP 248 at 92 percentile - Spring

This course is the final segment of a three-course sequence. Emphasis is placed upon interpretation skills in conversational speech.

SPP 351 Anatomy and Physiology of the Speech and Hearing Mechanism (3 cr.) – Prerequisite: SPP 151 - Fall

This course is an in-depth study of organs and systems of the body that contribute to the production and reception of speech.

SPP 352 Disorders of Articulation (3 cr.) - Prerequisites: SPP 151, SPP 251 -Fall

Attention is directed toward the etiology, diagnosis, and treatment of the nature and prevalence of articulation disorders, particularly in children. Clinical observation is required.

SPP 353 Disorders of Voice (3 cr.) - Prerequisites: SPP 351 - Spring

The course is a broad introduction to the field of functional and organic voice disorders. It surveys the nature and etiology of these disorders, the problems encountered by persons manifesting such disorders, and diagnosis and rehabilitative techniques.

SPP 355 Stuttering (3 cr.) - Fall

Stuttering is one of the least understood disorders of human communication. This course is an exploration of the nature of this disorder. Major emphasis is placed upon the theories that seek to explain its etiology. An analysis of the more prominent therapy techniques is also undertaken.

SPP 360 Speech and Hearing Science (3 cr.) - Fall

This course is an introduction to the science of the physiology, acoustics and perception of speech. Technology will be employed.

SPP 361 Introduction to Audiology (3 cr.) - Prerequisite: SPP 360 - Spring

The study of anatomical, psychological, and physiological aspects of hearing is presented. Included is a survey of those pathologies that result in hearing loss, and practice in administering basic audiological tests to identify and determine the extent of hearing loss.

SPP 362 Audiometry (3 cr.) - Prerequisite: SPP 361 - *Spring*

The focus is on the rationalization and application of various specialized procedures, techniques, and tools used in the assessment of hearing loss. Audiometric laboratory activities are integrated into the lecture format.

SPP 363 Aural Rehabilitation (3 cr.) - Prerequisite: SPP 361 - *Fall*

The course explores the major experimental and body clinical research in the rehabilitation of persons who are deaf or hard of hearing. Therapy procedures as well as amplification devices are considered. Information is drawn from professional journals, theses, and dissertations.

**SPP 451 Diagnostic Methods in Speech Pathology (3 cr.) - Prerequisite: 352 and 25
clock- Hours of Clinical Observation - *Spring***

This course provides the student with a knowledge base designed to foster understanding of and practice in the basic clinical procedure involved in the evaluation of speech disorders. Procedures for report writing, testing, diagnosis, and referral are included.

SPP 452 Physiogenic Disorders (3 cr.) - Prerequisite: 351 and Senior Status - *Spring*

The course offers an introduction to various physiogenic disorders that impact speech communication. A working knowledge of the anatomy and physiology of the speech and hearing apparatus is necessary. Embryology is a primary focus of the course.

SPP 453 Disorders of Language (3 cr.) - *Fall*

Concentration is on the various disorders associated with the inability to develop or utilize language effectively. Among the topics considered is delayed language development in children due to mental retardation or emotional difficulty and childhood aphasia.

SPP 467 Clinical Practicum I (3 cr.) Prerequisites: SPP 451 and Senior Status - *Fall*

An introduction to a "hands-on" approach for the evaluation and remediation of speech, language, and hearing disorders is introduced; this course includes comprehensive report writing, record keeping, and presentation of therapeutic techniques through practical application.

SPP 468 Clinical Practicum II (3 cr.) - Prerequisite: SPP 467 - *Spring*

The student assumes an independent role as speech-clinician in the evaluation and therapeutic remediation processes.

SPP 491 Senior Research Thesis (3-6 cr.) Prerequisite: Senior Status

A summary experience for students majoring in speech pathology and audiology. The student is introduced to the experimental methods of scientific and behavioral research. The student is required to design and conduct a yearlong research project in a determined area of communication sciences and disorders.

TRC 322 Introduction to Therapeutic Recreation (3 cr.) – *Fall*

An introduction to the basic theories, concepts and practice in the field of therapeutic recreation is addressed. It looks at the fundamental principles of therapeutic recreation. The course examines the definition, the nature of, and the development of therapeutic recreation. The course

provides an overview of a variety of techniques and treatments used to maintain the physical, mental, and emotional well-being of clients.

TRC 323 Introduction to Therapeutic Recreation in a Clinical setting (3 cr.) – *Spring*

This course introduces the practical skills necessary to provide therapeutic recreation services such as activity analysis, adaptation techniques, documentation and task analyses. Opportunity for direct application of these skills will be included.

TRC 400 History and Philosophy of Therapeutic Recreation (3 cr.) - *Fall*

This course examines the history, approaches, attitudes and philosophy of therapeutic recreation. The course examines trends, outlooks, developments, progress, advancement, and forecasting in therapeutic recreation.

TRC 410 Professional Foundations of Therapeutic Recreation (3 cr.) - *Spring*

This course examines the theoretical foundations for therapeutic recreation services provision. Topics include the philosophy and continuum of therapeutic recreation services, normalization approach, interdisciplinary process, and quality assurance issues.

TRC 491 Internship in Therapeutic Recreation (3-6 cr.) - Prerequisite: Successful completion of major coursework - *Fall, Spring, Summer*

Students must serve as interns at an approved therapeutic recreation site under the direct supervision of a nationally certified therapeutic recreation specialist. The experience focuses on direct service provision to clients, as well as leadership, documentation, program planning and process analysis and interaction. A minimum of 12 weeks on site is required.

Department of Business And Public Administration

Degree Offered:

- Bachelor of Science in Business Administration
- Bachelor of Arts in Public Administration

DEPARTMENT PURPOSE:

The primary purpose of the Department of Business and Public Administration is to provide a liberal arts education in the areas of Business and Public Administration that will prepare students for the world of work upon graduation or to continue their studies in graduate or professional school. Students who pursue majors in the Department acquire an in-depth knowledge of their discipline and are also required to successfully complete a series of courses designed to develop and strengthen their analytical, cognitive, oral and writing skills, as well as an awareness of and commitment to values.

The Department offers the following majors:

- Business Administration with a concentration in:
 - Accounting
 - Management
- Public Administration

Students majoring in Business Administration or Public Administration are required to successfully complete the university core requirements as well as the required courses listed below:

The required courses are:

CIS 120 Intro to Computer Applications	3	ACC 241 Accounting Principles I	3
ACC 242 Accounting Principles II	3	BUS 260 Principles of Macroeconomics	3
PAD 320 Organizational Theory & Behaviors	3		

The department also offers an associate degree program in Business Management as well as minors in Accounting, Business Management and Public Administration.

BUSINESS ADMINISTRATION - CONCENTRATION ACCOUNTING

The Accounting concentration is designed to expose students to various aspects of management, including fiscal accountability. Students pursuing the Accounting Concentration must complete the University Core Requirements, the Departmental Core Courses and the Major Course Requirements. Students must earn a grade of “C” or better in all major requirements. The major course requirements for a concentration in Accounting are as follows:

EVR 200 Elementary Statistics	3	BUS 201 Business Law	3
BUS 204 Principles of Business	3	ACC 341 Intermediate Accounting I	3
ACC 342 Intermediate Accounting II	3	ACC 343 Cost Accounting	3
ACC 345 Federal Corporate Income Tax	3	ACC 441 Advanced Accounting I	3
ACC 442 Advanced Accounting II	3	ACC 443 Auditing Principle	3

B.S. DEGREE BUSINESS ADMINISTRATION**Concentration – Accounting****Suggested Sequence for Courses****Freshman - Fall**

FRS 111 Freshman Studies *	.5
HPE 111 Personal Health*	1
ENG 110*** Col Eng & Comp 1 *	3
MAT 110*** Basic Math*	3
ETH 100 Found of Knowledge*	3
ETH 000 Ethics Seminar*	0
CIS 101 Concepts of Computers*	<u>3</u>
TOTAL	13.5

Freshman - Spring

HPE 112 Fund Motor Skills 1*	1
ENG 111 Col Eng & Comp II*	3
MAT 111 General Math*	3
BIO 111 Intro. To Bio. Sci.*	3
SOC 115 Survey of Soc. Sci.*	3
CIS 120 Intro to Comp App.	3
FRS 112 Freshman Studies	<u>5</u>
	16.5

Sophomore - Fall

ENG 112 Col Comp & Argu*	3
ETH 200 Ethical Concepts*	3
ACC 241 Principles of Acct. I	3
MAT 112 General Math *	3
BUS 204 Prin. of Business	<u>3</u>
TOTAL	15

Sophomore - Spring

PHY 112 Intro to Phy Sciences*	1
BUS 201 Business Law	3
INT 115 Survey of World Civ*	3
ACC 242 Prin of Acct. II	3
ENG 113 Col Comp & Res*	<u>3</u>
	13

Junior - Fall

ACC 341 Intermediate Acct I	3
COM 210 Public Speaking*	3
ETH 300 Professional Ethics*	3
HUM 200 Intro. To Humanities*	3
EVR 200 Elem. Statistics	<u>3</u>
TOTAL	15

Junior - Spring

ACC 342 Intermediate Acct III	3
ACC 343 Cost Acct	3
PAD 320 Organ Theory & Beh	3
Elective	<u>6</u>
	15

Senior - Fall

ACC 441 Advanced Acct. I	3
ACC 345 Fed Corp Income Tax	3
Electives	<u>9</u>
TOTAL	15

Senior - Spring

ACC 442 Advanced Acct. II	3
ACC 443 Auditing	3
Electives	<u>9</u>
	15

TOTAL 120 SEMESTER HOURS**University Core Requirements***** Varies with placement***BUSINESS ADMINISTRATION - CONCENTRATION MANAGEMENT**

The Management concentration uniquely integrates courses in finance, accounting, economics, marketing and management, to prepare the student for corporate America. Students concentrating in Management must successfully complete the University Core Requirements, the Departmental Core Courses and the Major Course Requirements. Students must earn a grade of

“C” or better in all major requirements. The major course requirements for a concentration in Management are as follows:

BUS 201	Business Law	3	BUS 370	Managerial Finance	3
BUS 204	Principles of Business	3	ACC 343	Cost Accounting	3
BUS 261	Princ of Microeconomics	3	ACC 345	Federal Corp. Income Tax	3
BUS 350	Principles of Marketing	3	BUS 480	Quantitative Methods	3
BUS 361	Human Resources Managemt	3	BUS 498	Seminar in Management	3

B.S. DEGREE BUSINESS ADMINISTRATION

Concentration - Management Suggested Sequence for Courses

Freshman - Fall

FRS 111	Freshman Studies *	.5
HPE 111	Personal Health*	1
ENG 110***	Col Eng & Comp 1*	3
MAT 110***	Basic Math*	3
ETH 100	Found of Knowledge*	3
ETH 000	Ethics Seminar*	0
CIS 101	Concepts of Computers*	<u>3</u>
TOTAL		13.5

Freshman - Spring

HPE 112	Fund Motor Skills 1*	1
ENG 111	Col Eng & Comp II*	3
MAT 111	General Math*	3
BIO 111	Intro. To Bio. Sci*	3
SOC 115	Survey of Soc. Sci.*	3
CIS 120	Intro to Comp App.	3
FRS 112	Freshman Studies	<u>.5</u>
		16.5

Sophomore - Fall

ENG 112	Col Comp & Argu*	3
ETH 200	Ethical Concepts*	3
INT 115	Survey of World Civ*	3
MAT 112	General Math*	3
BUS 204	Prin. Of Business	<u>3</u>
TOTAL		15

Sophomore - Spring

PHY 112	Intro to Phy Science*	1
BUS 201	Business Law	3
BUS 260	Prin. of Macroeconomics	3
ACC 241	Prin of Acct. I	3
ENG 113	Col Comp & Res*	<u>3</u>
		13

Junior - Fall

ACC 242	Prin. of Acct. II	3
HUM 200	Intro to Humanities	3
BUS 261	Prin. of Microecon.	3
COM 210	Public Speaking*	3
Elective		<u>3</u>
TOTAL		15

Junior - Spring

BUS 361	Human Resource Mgmt.	3
ACC 343	Cost Acct	3
BUS 350	Princ. of Marketing	3
PAD 320	Organ. Theory & Behav.	3
Elective		<u>3</u>
		15

Senior - Fall

BUS 370 Managerial Finance	3
ACC 345 Fed Corp Income Tax	3
ETH 300 Professional Ethics	3
Elective	<u>6</u>
TOTAL	15

Senior - Spring

BUS 480 Quantitative Meth	3
BUS 498 Seminar in Mgmt.	3
Electives	<u>9</u>
	15

TOTAL 120 SEMESTER HOURS**University Core Requirements*****Varies with placement***PUBLIC ADMINISTRATION MAJOR**

The Public Administration major is designed to prepare students for entry-level administrative positions in the public sector. The sequence of courses leading to the major is designed to enhance the ability of students to think clearly and critically, to acquire an understanding of self, and to develop a commitment to ethics and values. Students majoring in Public Administration must successfully complete the University Core Requirements, the Departmental Core Courses and the Major Course Requirements. Students must earn a grade of "C" or better in all major requirements. The major course requirements are as follows:

PAD 200	Introduction to Public Administration	3
EVR 200	Elementary Statistics	3
PAD 226	Public Finance & Budgeting	3
PAD 231	Public Personnel Administration	3
PAD 300	Administrative Law	3
PAD 351	Urban Administration & Social Change	3
PAD 355	Comparative Public Administration	3
PAD 372	Public Policy Analysis	3
PAD 401	Management of State & Local Governments	3
PAD 404	Intergovernmental Relations	3
PAD 416	Comprehensive Public Administration	3

B.A. DEGREE PUBLIC ADMINISTRATION**Suggested Sequence for Courses****Freshman - Fall**

FRS 111 Freshman Studies*	.5
HPE 111 Personal Health*	1
ENG 110*** Col Eng & Comp 1*	3
MAT 110*** Basic Math*	3
ETH 100 Found of Knowledge*	3
ETH 000 Ethics Seminar*	0
CIS 101 Concepts of Computer*	<u>3</u>
TOTAL	13.5

Freshman - Spring

HPE 112 Fund Motor Skills*	1
ENG 111 Col Eng & Comp II*	3
MAT 111 General Math*	3
BIO 111 Intro. To Bio. Sci.*	3
CIS 120 Intro to Comp Appl	3
SOC 115 Survey of Soc. Sci.*	3
FRS 112 Freshman Studies	<u>5</u>
	16.5

Sophomore - Fall		Sophomore - Spring	
ENG 112 Col Comp & Argu*	3	ENG 113 Col Comp & Res*	3
ETH 200 Ethical Concepts*	3	EVR 200 Elementary Statistics	3
MAT 112 General Math*	3	PAD 200 Intro to Pub Adm	3
HUM 200 Intro to Humanities*	3	ACC 241 Prin of Acct. I	3
COM 210 Public Speaking*	<u>3</u>	PHY 112 Intro to Physical Science*	<u>3</u>
TOTAL	15		15

Junior - Fall		Junior - Spring	
ACC 242 Acct. Prin. II	3	PAD 320 Organ Theory & Beh	3
ETH 300 Prof Ethics*	3	PAD 300 Admin Law	3
PAD 226 Pub Finance & Budget	3	PAD 351 Urb Adm & Soc Chg	3
PAD 231 Pub Person Adm	3	Elective	<u>6</u>
Elective	<u>3</u>		
TOTAL	15		15

Senior - Fall		Senior - Spring	
PAD 372 Pub Policy Anal	3	PAD 401 Enter Gov't Rel	3
PAD 401 Mgnt of State & Loc Gvt	3	PAD 416 Compreh Pub Adm	3
Elective	<u>9</u>	Elective	<u>9</u>
TOTAL	15		15

TOTAL 120 SEMESTER HOURS

**** Varies with placement*

**University Core Requirements*

ASSOCIATE DEGREE IN BUSINESS MANAGEMENT

The Department of Business and Public Administration offers an associate of arts degree program in Business Management for prison inmates only. The course requirements for the degree are:

ENG 111 College Eng & Comp II	3	ACC 241 Acct Principles I	3
ENG 112 College Comp & Argument	3	ACC 242 Acct Principles II	3
ENG 113 College Comp & Research	3	BUS 204 Principles of Business	3
MAT 111 General Math I	3	BUS 201 Business Law	3
MAT 112 General Math II	3	BUS 260 Principles of Macroeconomics	3
BIO 111 Intro to Biological Science	3	BUS 350 Principles of Marketing	3
SOC 115 Survey of Social Science	3	PAD 320 Organ. Theory & Behavior	3
HUM 200 Intro to Humanities	3	Electives	12
INT 115 Survey of World Civilization	3		

Total Semester Hours
60

Minors

Students may take a minor in Accounting, Business Management, Computer Information Systems, or Public Administration by completing 15 credit hours in one of these fields.

For a Minor in Accounting, students are expected to complete:

ACC 241 Principles of Accounting I	3
ACC 242 Principles of Accounting II	3
ACC 341 Intermediate Accounting I	3
ACC 343 Cost Accounting	3
ACC 345 Fed & Corp Income Tax	<u>3</u>
TOTAL	15

For a Minor in Business Management, the course requirements are:

BUS 240 Principles of Business	3
BUS 260 Principles of Macroeconomics	3
BUS 350 Principles of Marketing	3
BUS 370 Managerial Finance	3
BUS 450 Quantitative Methods	<u>3</u>
TOTAL	15

Public Administration minors must successfully complete the following courses:

PAD 200 Intro to Public Admin	3
PAD 226 Public Finance & Budgeting	3
PAD 320 Organ Theory & Behavior	3
PAD 372 Public Policy Analysis	3
PAD 401 Management of State & Local Govt	<u>3</u>
TOTAL	15

COURSE DESCRIPTIONS

ACCOUNTING

ACC 241 Accounting Principles 1 (3) Prerequisites: MAT 111 and MAT 112

A study of the theories of debits and credits, principles of various accounting records, classification of accounts, and problems of balance sheet and income statements.

ACC 242 Accounting Principles II (3) Prerequisite: ACC 241

A more extensive study of accounting theory, and how accounting can be applied to the keeping of records of various types of professional offices.

ACC 341 Intermediate Accounting I (3) Prerequisite: ACC 242

An examination of the relationship between the four basic financial statements, followed by in-depth study of all accounts and related principles that are generally accepted.

ACC 342 Intermediate Accounting 11 (3) Prerequisite: ACC 341

A continuation of ACC 341 with emphasis on elements of liability, equity, income determination, and financial reports.

ACC 343 Cost Accounting (3) Prerequisite: ACC 242

A study of accounting systems with emphasis on the basic elements of manufacturing cost. The course also examines various methods of allocating cost, break even analysis, budgeting, and responsibility accounting.

ACC 345 Federal Corporate Income Tax Accounting (3)

Prerequisites: ACC 241 and ACC 242

A survey of the federal tax provisions relating to business environment with major emphasis on individual and corporate income tax. It also includes laboratory exercises in the preparation of tax returns for corporations and individuals.

ACC 441 Advanced Accounting 1 (3) Prerequisite: ACC 342

A study of advanced financial reporting, including income presentation, segment reporting, interim statements, and partnership accounting.

ACC 442 Advanced Accounting 11 (3) Prerequisite: ACC 441

A study of accounting problems related to business combinations and the resulting financial statements. Not-for-profit entities and the accounting involved are also introduced.

ACC 443 Auditing Principles (3) Prerequisite: ACC 342

A study of auditing reports, standards and procedures, verification of balance sheets, and related nominal accounts in the framework of generally accepted accounting principles and standards.

ACC 485 CPA Review (3) Prerequisite: ACC 342

A review of the four major areas covered on the CPA examination: Auditing, Business Law, Theory, and Problems. In addition, students are coached in test-taking techniques and study patterns for the examination.

**ACC 498 Senior Seminar in Accounting (3) Prerequisite: ACC 342
(graduating seniors only)**

A seminar designed to help accounting students apply their previous accounting courses to current accounting issues and problems. The course should aid transition into the professional world.

BUSINESS MANAGEMENT

BUS 201 Business Law (3)

An introduction to the study of the law of contracts, agency, negotiable instruments, bailments, sales, mortgages, bankruptcy, partnership, and corporations.

BUS 204 Principles of Business (3)

An introduction to the basic functions and operations of the free enterprise system in America. Students are introduced to primary disciplines: marketing, production, finance, accounting, and human resource management.

BUS 212 Elementary College Typewriting (3)

A study of the fundamental of typing, including technical typing operations (touch system), business correspondence, formal letter writing, and report writing, preparing of various types of budgets, and correspondence.

BUS 260 Principles of Macroeconomics (3)

An examination of the determinants of national income, employment, unemployment, real output, and prices. Problems of achieving growth in the midst of inflation are also discussed.

BUS 261 Principles of Microeconomics (3) Prerequisite: BUS 204

An examination of the role of prices in resources allocations, with the individual firm as the focal point. It also includes a discussion of price determinations in various types of market structures and a consideration of market structures and a consideration of market structures and public interest.

BUS 350 Principles of Marketing (3) Prerequisite: BUS 204

This course is an introduction to the broad concept of marketing. It covers the planning and executing that begins with the conception of the product and the pricing, promotion, and distribution strategies that follow.

BUS 361 Human Resource Management (3) Prerequisite: BUS 204

A study of the activities designed to provide for and coordinate the human resources needs of an organization. Topics include, legal requirements, job analysis, human resource planning, recruitment, employee development, compensation/benefits, and union/labor relations.

BUS 362 Money and Banking (3) Prerequisite: BUS 260

A basic study of the principles and functions of money. Attention is directed to banking organization and operations with special emphasis on central banking in the United States.

BUS 370 Managerial Finance (3) Prerequisites: ACC 241 and ACC 242

A study of the economic and financial structure of firms and their impact on the financial and operational requirements of firms. Concepts such as capital, budgeting, cost of capital, leverage, and long and short term funding are discussed.

BUS 374 Introduction to International Business Operations (3) Prerequisite: BUS 204

An introduction to the problems and possibilities of doing business in an international context. The course also prepares the student to see the opportunities and foresee the difficulties inherent in international business.

BUS 480 Quantitative Methods in Business (3) Prerequisite: senior status

An examination of the quantitative methods used in business and economics, including methods of maximizing/minimizing objective functions, the analysis and use of statistical methods for planning, decision making, and forecasting.

BUS 498 Seminar in Management (3) Prerequisite: senior status

A seminar intended to assist the graduating senior going into various areas of business administration. Previous knowledge of business problems is required. Oral and written reports are assigned.

PUBLIC ADMINISTRATION

PAD 200 Introduction to Public Administration (3)

An introduction to the various aspects of public administration, for example policy analysis, budgeting, and personnel administration.

PAD 226 Public Finance and Budgeting (3) Prerequisite: PAD 200

An examination of public budgetary theory and process, budgetary reforms, revenue systems, fiscal and monetary policies, cash management, and debt administration.

PAD 231 Public Personnel Administration (3) Prerequisite: PAD 200

A study of human resource management in governmental organizations. The emphasis is on the historical development of public personnel administration, the concept of merit system, affirmative action, classification, testing, training, and organizational development.

PAD 300 Administrative Law (3) Prerequisite: PAD 200

An analysis of the various safeguards established in the administrative system to ensure that the rights and liberties of those more directly served by the system. It includes issues of delegation of power to administrators; administrative discretion; administrative adjudication; components of fair hearing; and government regulations.

PAD 320 Organizational Theory and Behavior (3)

An examination of social, psychological and behavioral aspects of organization, including the concept of administrative leadership.

PAD 351 Urban Administration and Social Change (3) Prerequisite: PAD 200

A study of the theories and concepts of social change and their impact on and relationships to the administrative process. It also examines social change in urban areas while focusing on the role of public administrators in bringing about those changes.

PAD 355 Comparative Public Administration (3) Prerequisite: PAD 200

An examination of the methodology, theory, and models for comparison of administrative systems of different countries. It also includes the study of the functional process of administration in developing nations and the role of bureaucracy in development and nation building.

PAD 372 Public Policy Analysis (3) Prerequisites: PAD 200 and PAD 226

An examination of the process of public policy formulation, implementation, and evaluation. It also includes study of the politics/administration dichotomy.

PAD 401 Management of State and Local Government (3)

A study of problems and functioning of state and local government in the United States, including an examination of the legal basis of state and local charters with an emphasis on North Carolina governmental units.

PAD 404 Intergovernmental Relations in the U.S. (3) Prerequisite: PAD 231

An examination of the constitutional, political, and administrative characteristics of American Federalism, including regionalism, interstate compacts, and intergovernmental revenue.

PAD 412 Management of Health Services (3) Prerequisite: PAD 231

A study of organizational characteristics of health agencies, with emphasis on program development, agency building, staffing, budgeting, controlling performance standards, interagency coordination, and research needs.

PAD 416 Comprehensive Public Administration (3) Prerequisite: senior status in Public Administration.

A review and analysis of various developments in and complexities of public administration and its role in social, economic, and political systems. Emphasis is on case studies of various issues and problems, especially ethics related ones.

PAD 498 Senior Seminar in Public Administration (3) Prerequisite: senior status in Public Administration

Provides the student with a comprehensive insight into the various concepts and issues relating to public administration. Thus, the course aims at creating conceptual clarity about theories and practice of public administration and increasing the analytical ability of the students.

PAD 499 Internships in Public Administration (3) Prerequisites: senior status and consent of advisor

Students are assigned to public agencies in their area of interest. Students are expected to participate in staff and internship conferences.

Department of Computer And Information Sciences

Degrees Offered:

Bachelor of Science in Computer Science

Bachelor of Science in Computer Information Systems

DEPARTMENT PURPOSE:

Computer technology is one of the most dynamic and progressive intellectual enterprises of our age, and knowledge of computers is becoming essential for all areas of government, industry, and education. The Department of Computer Information Science offers courses and programs that provide students with the understanding of computer information systems and computer science they will need for any career.

The mission of the Department of Computer Information Science is to expand both education and research programs in a complementary approach to respond to the pressing needs of society and the rapidly changing technology in the information era. Specific focuses are providing the needed human capital and upgrading the existing work force in the computing industry and organizations that depend on computing, taking research leadership in exploring new directions and new developments in computing and its application areas and preparing all university students for entering the information era.

The program objectives of the Computer Science and Computer Information Systems are to:

- Produce graduates whose breadth of knowledge will allow them to contribute to computing projects in various roles: as individuals, as members of multidisciplinary teams, and ultimately as team leaders.
- Produce graduates who will work professionally or continue with graduate education in computer science, computer information systems, or other related areas.
- Produce graduates who continue to improve their skills through professional and post-graduate education

Computer Science, generally defined, is the study of problem-solving procedures, computability and computational systems. Computer Science professionals often work with individuals from other disciplines to coordinate new developments in hardware and software. Computer utilization has made the solutions to complex problems, once considered intractable, feasible because of the speed, accuracy and versatility of the modern computer.

The undergraduate curriculum provides students with a comprehensive knowledge of the theory, design and application of digital computers, information processing technologies and systems management with emphasis on the management of computer software, as well as computer graphics, and artificial intelligence, with particular stress on software and the software/hardware interface.

Introductory courses. The department offers a range of introductory courses to accommodate students of varying backgrounds and interests.

Computer Information Systems

Computer information systems focuses on the technological foundation of computer information systems including areas such as database systems, human-computer interaction, data and computer communications, computer security, computer, software engineering, and object-orientation. It is designed to give students a thorough knowledge of the field and to provide an enduring foundation for the future professional growth. The program blends theory and practice into learning experience that develops skills applicable to complex real-world problems.

COMPUTER INFORMATION SYSTEMS SUGGESTED SEQUENCE OF COURSES

FRESHMAN YEAR

First Semester	Sem. Hrs.	Second Semester	Sem. Hrs.
ENG 111 English Composition II	3	ENG 112 English Composition II	3
FRS 111 Freshman Studies I	.5	SOC 115 Survey of Soc	3
ETH 100 Found of Knowledge	3	MAT 112 General Math II	3
ETH 000 Ethics Seminar	0	BIO 111 Intro to Biology	3
MAT 111 General Math I	3	INT 115 Survey of World Civilizations	3
CIS 101 Concepts of Computers	3	FRS 112 Freshman Studies II	.5
HPE 111 Requirement	<u>1</u>		
TOTAL	13.5	TOTAL	15.5

SOPHOMORE YEAR

First Semester	Sem. Hrs.	Second Semester	Sem. Hrs.
CIS 230 Intro to Program I	3	PHY 112 Intro to Physics	3
MAT 113 Intermediate Algebra	3	CIS 220 Discrete Structures	3
ENG 113 College Comp & Argu	3	HUM 200 Intro to Humanities	3
ETH 200 Ethical Concepts	3	COM 210 Public Speaking	3
CIS 210 Introduction to CIS	<u>3</u>	CIS 235 Intro to Program II	3
TOTAL	15	HPE 112 Requirement	<u>1</u>
		TOTAL	16

JUNIOR YEAR

First Semester	Sem. Hrs.	Second Semester	Sem. Hrs.
ACC 241 Principles of Account I	3	ACC 242 Principles of Accounting II	3
CIS 311 Business Programming I	3	CIS 312 Business Programming II	3
CSC 312 Computer Systems & Arch	3	ETH 300 Professional Ethics	3
CIS 321 System Design	3	EVR 200 Elementary Statistics	3
BUS 350 Principles of Marketing	<u>3</u>	Elective	<u>3</u>
TOTAL	15	TOTAL	15

SENIOR YEAR

First Semester	Sem. Hrs.	Second Semester	Sem. Hrs.
CIS 421 Management Infor Sys	3	CIS 432 Computer Network & Tele	3
CSC 465 Operating Systems	3	CSC 475 Special Topics	3
BUS 320 Org. Theory & Behavior	3	CIS 411 Operating Systems	3
CIS 332 Database Design & Management	3	BUS 480 Quantitative Methods	3
Elective	<u>3</u>	Free Elective	<u>3</u>
TOTAL	15	TOTAL	15

Computer Science

The computer science major offers instruction and performs research in the essential areas of computer science including software, Web and Internet computing, networking, hardware systems, operating systems, compilers, parallel and distributed computing, theory of computing, and computer graphics. This major is designed to prepare students both for graduate study in computer science and for technical careers in software development, computational science, networking, information systems, and electronic commerce.

COMPUTER SCIENCE SUGGESTED SEQUENCE OF COURSES

FRESHMAN YEAR

First Semester	Sem. Hrs.	Second Semester	Sem. Hrs.
ENG 111 English Composition I	3	ENG 112 English Composition II	3
FRS 111 Freshman Orientation I	.5	MAT 116 General Math	4
ETH 100 Found of Knowledge	3	BIO 211 Biology	4
ETH 000 Ethics Seminar	0	SOC 115 Survey of Social Science	3
MAT 115 General Math	4	HPE 112 Requirement	1
CIS 101 Concepts of Computers	3	FRS 112 Freshman Orientation II	<u>.5</u>
HPE 111 Requirement	<u>1</u>	TOTAL	15.5
TOTAL	14.5		

SOPHOMORE YEAR

First Semester	Sem. Hrs.	Second Semester	Sem. Hrs.
CSC 201 Intro to Program I	3	MAT 202 Calculus	4
MAT 201 Calculus	4	CIS 220 Discrete Structures	3
ENG 113 College Comp & Argu	3	HUM 200 Intro to Humanities	3
ETH 200 Ethical Concepts	3	COM 210 Public Speaking	3
INT 115 Survey of World Civil	<u>3</u>	CSC 202 Intro to Program II	<u>3</u>
TOTAL	16	TOTAL	16

JUNIOR YEAR

First Semester	Sem. Hrs.	Second Semester	Sem. Hrs.
CSC 330 Data Structure & Algorithm	3	CSC 340 Computer Network & Tele	3
CSC 312 Computer Systems & Arch.	3	MAT 312 Linear Algebra	3
ETH 300 Professional Ethics	3	CSC 315 Computer Organ & Assembly	3
CSC 205 Advanced Programming	3	EVR 200 Intro to Statistics	3
PHY 201 General Physics	4	Elective	<u>3</u>
TOTAL	16	TOTAL	15

SENIOR YEAR

First Semester	Sem. Hrs.	Second Semester	Sem. Hrs.
CSC 470 Computer Graphics	3	CSC 475 Special Topics	3
CSC 445 Software Engineering	3	CSC 465 Operating Systems	3
CSC 320 Database Design	3	CSC 440 Artificial Intelligence	3
CSC 435 Comp. Lang. & Compiler	3	Electives	<u>6</u>
Elective	<u>3</u>		
TOTAL	15	TOTAL	15

COURSE DESCRIPTIONS

Computer Information Systems

CIS 101 Concepts of the Computer (3) Prerequisite: none

This course provides the student with the knowledge and skills necessary to understand and use microcomputer systems for professional, home, and small business tasks. Applications software packages are used to create various types of documents, and to explore cyberspace.

CIS 120 Introduction to Computer Applications (3) Prerequisite: CIS 101

This course is designed as an advanced computer concepts and technique course to introduce advanced computer software applications. Students learn advanced skills in word processing, spreadsheet, database management, and presentation application software in both Business and Public Administration will be covered.

CIS 210 Introduction to Computer Information Systems (3) Prerequisite: CIS 101, MAT 111

This course introduces system and quality concepts. It also explores how information technology can be used and designed in organizations. Advance problem solving skills using application software are discussed. A programming language will be used to obtain computer solutions of some numerical and non-numerical problems.

CIS 220 Discrete Structures (3) Prerequisite: MAT 112

This course is designed to provide the student with knowledge of mathematical topics related to the computer and information sciences, including various number systems and their relationship, logic, sets and relations, algorithms, graph theory, logic circuits, grammar, Boolean algebra, and automata.

CIS 230 Object Oriented Programming (3) Prerequisite: MAT 112

Students are introduced to programming using C++ as their first programming language. The procedural aspects of programming are stressed first to make the language accessible to an introductory audience. This course provides the student with the knowledge and experience necessary to use the computer effectively in solving general problems and algorithm programs using C++. The requirements of computing systems, the structure of programs and programming, debugging and verification of programs written in C++, and an introduction to object-oriented programming are studied and practiced.

CIS 235 Object Oriented Programming II (3) Prerequisite: CIS 230

This is a second part course introducing the concepts of object-oriented programming using C++. A shift is made from procedure aspects of programming to object-oriented programming. This course provides the student with the knowledge and experience necessary to use the computer effectively in solving general problems and algorithm programs using C++.

CIS 311 Business Programming I (3) Prerequisite: CIS 230

An introduction to computer programming in common business-oriented applications using ANSI COBOL. Included are analysis of the problem, development of the structure, formulation of the algorithms, design of the programs, coding and debugging the programs, and hands-on running of the programs.

CIS 312 Business Programming II (3) Prerequisite: CIS 311

A second course in programming business applications in structured ANSI COBOL. The emphasis is placed on determination of the structure, design on the program, preparation of appropriate documentation, I/O editing, table processing, preparing test data files, file creation and access, and hands-on running of the program.

CIS 321 Systems Analysis and Design (3) Prerequisite: CIS 230

This course focuses on the methods of systems analysis and the skills needed to be effective. It provides an overview of the systems development life cycle (SDLC) and delves into the study and design phases through the use of both classical and structured tools and techniques for describing process flows, I/O designs and program specifications. It includes discussion of the information gathering and reporting activities and of the transition from analysis to design.

CIS 332 Database and File Systems (3) Prerequisite: CIS 235

An in-depth study of the analysis and implementation of computerized filing systems for the support of large databases. Included are relational model and design, syntactic and semantic design issues, database specifications, DBMS, design processes, and implementation.

CIS 411 Operation Systems (3) Prerequisite: CIS 312

This course introduces students to the use of operating systems in such a way that the allocation and utilization of the computer system's resources are optimized. It also introduces students to operating system structures, process and storage management, I/O systems, distributed systems, security, and case studies.

CIS 421 Management Information Systems (3) Prerequisite: CIS 321

This course is an in-depth study of the computer as an organizational information system. It also provides students with an opportunity to gain practical skills in designing, implementing, and maintaining computer-based information systems.

CIS 432 Computer Networks and Telecommunication (3) Prerequisite: CIS 220

This course is an introduction to computer networks, protocols and standards, regulatory issues, network topology, multiplexing, data link, local area network, TCP/IP AND THE Internet, and network management.

CIS 465 Human Computer Interaction (3) Prerequisite: Senior Standing

Human computer interaction is a discipline concerned with the design, evaluation and implementation of interactive computer systems for human use and with the study of major phenomena surrounding them. Human computer interaction combine disciplines within the fields of computing and information sciences (information systems, software engineering, artificial intelligence) and the behavioral sciences (cognitive science, cognitive psychology, sociology, organizational psychology) to study the design, implementation, and evaluation of interactive computer-based technology. The main purpose of this course is to understand the nature of human computer interaction and the constraints on design of such systems from understanding perceptual and cognitive aspects of humans.

Computer Science**CSC 201 Introduction to Programming I (3) Prerequisite: MAT 112**

The first course in a two-semester sequence in algorithmic problem solving. Basic data structures, data and procedural abstraction, and problem-solving strategies are discussed and exemplified using modern programming technology. Programming laboratory experiences to build problem-solving skills accompany this course.

CSC 202 Introduction to Programming II (3) Prerequisite: CSC 201

A continuation of CSP 201, including topics of searching and sorting, algorithmic complexity, and elementary numerical analysis. Laboratory experiences extended to the user interfaces of variety systems.

CSC 205 JAVA I (3) Prerequisite: CSC 201

An introduction to the syntax, semantics, and application of a modern programming language. Topics include declaration, variables, output, input, selection, loops, subprograms, arrays, stings, pointers, and union. Guided laboratory.

CSC 206 JAVA II (3) Prerequisite: CSC 205

A continuation of the principles of good programming style developed in both CSC 210 and CSC 205. Structured programming methods and top-down program design. String processing, internal searching and sorting methods, pointers, elementary data structures, and recursion. Guided laboratory.

CSC 312 Computer Systems & Architecture (3) Prerequisite: CSC 202, CIS 235

A first course in digital systems, including a treatment of logic and digital circuits as well as design using register-level components. Data representation, device characteristics, and register transfer notation are covered in a manner that stresses application of basic problem-solving techniques to both hardware and software design. Requirement specifications, the design process, and issues associated with the use of graphical interfaces are also discussed.

CSC 315 Computer Organization with Assembly language (3) Prerequisite: CSC 312

A first course in computer organization and assembly language programming. Students are exposed to the register-level architecture of a modern processor and gain experience programming in the assembly language for that processor. Topics associated with data representation, I/O devices, and bus transactions that have been previously maintained are reinforced and amplified.

CSC 320 Database Design & Management (3) Prerequisite: CSC 202

An in-depth study of the analysis and implementation of computerized filing systems for the support of large databases. Included are relational model and design, syntactic and semantic design issues, database specifications, DMBS, design processes, and implementation.

CSC 330 Data Structure & Algorithm Analysis (3) Prerequisite: CSC 202

A course in algorithms that treats such topics as appropriate choice of data structures, recursive algorithms, complexity issues, and issues associated with computability and decidability. Intractable problems, such found in artificial intelligence, are discussed. An introduction to parallel algorithms is also included.

CSC 340 Computer Networks and Telecommunication (3) Prerequisite: CIS 220

An introductory course in data communications, including digital data communications techniques, data link controls, multiplexing and design of networks. Guided laboratory.

CSC 345 Internship Experience (3) Prerequisite: Junior Standing

Supervised work experience in computer science or a closely related area, resulting in meaningful work for the employing firm and a scholarly project for the student.

CSC 435 Programming Languages and Compilers (3) Prerequisite: CSC 202, CSC 330

A course that treats language-design issues and language translators after students have had exposure to variety of programming languages and problem-solving paradigms, so that linguistic issues and programming paradigms can be treated at a more advanced level.

CSC 440 Artificial Intelligence (3) Prerequisite: Senior Standing

Overview and definitions of Artificial Intelligence (AI). Search, including depth-first and breadth-first techniques with backtracking. Knowledge representation with emphasis on logical methods, Horn databases, resolution, quantification, unification, solemnization and control issues; non-monotonic reasoning; frames; semantic nets. AI systems, including planning, learning, natural language and expert systems. An AI programming language may be taught at the instructor's discretion. Spring

CSC 445 Software Engineering (3) Prerequisite: CSC 330

A course that treats topics associated with the design and implementation of large software systems. A continued emphasis on problem-solving concepts is integrated with a treatment of software life cycles, requirement specifications, and verification and validation issues. Social and ethical issues faced by the computing professional are discussed in the context of software engineering.

CSC 465 Operating Systems (3) Prerequisite: CSC 312

A course in systems software that is largely concerned with operating systems. Such topics as process management, device management, and memory management are discussed, as are relevant issues associated with security and protection, networking, and distributed operating systems.

CSC 470 Computer Graphics (3) Prerequisite: CSC 315

Hardware, software, and algorithms for computer graphics. Scan conversion, 2-D and 3-D transformations, object hierarchies. Hidden surface removal, clipping, shading, and antialiasing. The fundamentals of input, display, and hardcopy devices, scan conversion of geometric primitives, 2-D and 3-D geometric transformations, clipping and windowing, scene modeling and animation, algorithms for visible surface determination, introduction to local and global shading models, color and real-time rendering methods. Written assignments and programming projects. There will be a strong emphasis on the mathematical and geometric aspects of graphics.

CSC 475 Special Topics in Computer Science (3) Prerequisite: Dependent on the Topics To Be Offered

Detailed study of special topics in Computer Science, including (but are not limited to) structure and use of various UNIX systems; introduction to parallel and distributed processing and systems; introduction to artificial intelligence; web design and authoring; computer graphics; simulations and multimedia programming; and any emerging technologies. Guided laboratory.

Department of Education

DEGREES OFFERED:

Bachelor of Arts and Bachelor of Science

DEPARTMENT PURPOSE:

The purpose of the Department of Education is to prepare students who will function as competent and effective professionals who are critical thinkers and problem solvers. The broad content knowledge of the University core courses provides the foundation for the knowledge base of the professional education component. The breadth of this foundation includes content knowledge in communications, mathematics, science, history, philosophy, literature, and the arts. Courses in these disciplines introduce students to such traditional forms of scholarly inquiry as the research paper, the oral and written report, and scientific methods in a laboratory setting. The professional education component provides additional breadth as students are engaged in: 1) the investigation of topics using technology skills, 2) reviewing and critiquing of non-print materials, and 3) attending seminars to enhance the students exposure to current trends and issues in education. The Department of Education's emphasis on critical thinking makes questioning an integral part of the unit's approach to scholarship. Through exposure to theory and theory development in professional studies courses in concert with clinical and practicum experiences, students develop their own theory and philosophy of education and are able to make proper application to practical settings.

See page 90 for American Humanics Course Requirements.

Professional Educational Program *(Subject to change if the North Carolina department of Public instruction standards and indicators change.)*

Shaw University students who seek a career as a public school teacher must select from the following areas: Biology Education, Birth-Kindergarten Education, Elementary Education, English Education, Mathematics Education, Social Studies Education, Special Education: Mentally Disabled.

All education majors must take the following courses. They must also complete test requirements before they will be eligible to apply for formal admission to the Teacher Education Program. The required courses are as follows:

EDU 111:	Foundations of Education
EDU 112:	Foundations of Education Field Lab
EDU 201:	Intermediate Instructional Technology for Teachers
EDU 250:	Curriculum & Dev. for a Community of Learners
EDU 251:	Curriculum & Development Field Lab
EDU 260:	Introduction to Students with Special Needs
EDU 270:	Child & Adolescent Psychology OR
EDU 280:	Educational Psychology (Secondary Majors Only)
EDU 401:	Capstone Seminar—Electronic Portfolio
EDU 415:	Tests and Measurements

- EDU 477: Teaching Reading in Elementary Schools (Elementary Majors) OR
 EDU 460: Teaching Reading in the Content Area (Secondary Majors) OR
 EDU 420: Teaching Reading & Adolescent Literature

Only formally admitted students can take 400-level courses.

Test Requirements

All students in the Department of Education will be administered diagnostic tests throughout their program of study. These tests are required. All students must successfully pass PRAXIS I based on the current state of North Carolina criteria before they will be eligible to apply for formal admission to the Teacher Education Program in the major area selected.

Majors Offered

Majors are offered in specialty areas that lead to initial licensure as a teacher. Each student that is accepted into the program is required to select a major after the completion of the common professional studies courses. Listed below are majors that are offered in the teacher preparation area.

- Biology Education—B.S. (9-12 Licensure Preparation)
- Birth-Kindergarten Education—B.A. (Pre-K Licensure Preparation)
- Elementary Education—B.A. (K-6 Licensure Preparation)
- English Education—B.A. (9-12 Licensure Preparation)
- Mathematics Education—B.S. (9-12 Licensure Preparation)
- Social Studies Education – B.A. (9-12 Licensure Preparation)
- Special Education: Mentally Disabled—B.A. (K-12 Licensure Preparation)

Students majoring in Education are required to successfully complete the university core requirements as well as departmental core courses.

Professional Teacher Education Program

The professional teacher education program leads to initial certification in North Carolina after satisfactory completion of all course and test requirements. All students must apply for admission to the Professional Teacher Education Program. The admission process is outlined in the departmental handbook.

MAJOR IN BIOLOGY EDUCATION 9-12 LICENSURE

The Biology Education Major is a major for students who wish to pursue a degree in teacher education at the secondary level. Students must earn a grade of “C” or better in all departmental requirements. This curriculum provides an understanding of basic concepts and laws of science, the natural world and relationship between science and technology. Students develop skills needed to interact with children in grades 9-12.

Department Professional Studies Requirements

- | | |
|---|---|
| EDU 111: Foundations of Education | 3 |
| EDU 112: Foundations of Education Field Lab | 1 |

EDU 201: Intermediate Instructional Technology for Teachers	3
EDU 250: Curriculum & Dev. for a Community of Learners	3
EDU 251: Curriculum & Dev. for a Community of Learners Lab	1
EDU 260: Introduction to Students with Special Needs	3
EDU 280: Educational Psychology	3
EDU 401: Capstone Seminar—Electronic Portfolio	3
EDU 415: Tests and Measurements	3
EDU 466: Teaching Science in the Secondary Schools	3
EDU 470: Teaching Reading in the Content Area	3
EDU 499: Student Teaching	12
**EDU 217: PRAXIS Seminar II: Reading	1
**EDU 218: PRAXIS Seminar III: Writing	1
**EDU 219: PRAXIS Seminar IV: Mathematics	1

Department Specialty Studies Requirements

BIO 212: General Zoology with BIO 212 Lab	4
BIO 232: General Botany with BIO 232 Lab	4
BIO 311: Genetics	4
BIO 312: Comparative Vertebrate Anatomy with 312 Lab	4
BIO 332: Microbiology with BIO 332 Lab	4
BIO 423: Ecology with BIO 423 Lab	4
CHE 212: General Chemistry I w/ CHE 212 Lab	4
CHE 214: General Chemistry II w/ CHE 214 Lab	4

**Courses are required only if the student does not meet the requirements on the Placement Exam.*

***Courses are required only if indicated by Diagnostic Exam Scores.*

Number of Credit Hours: 125-140

**BIOLOGY EDUCATION (9-12)
SUGGESTED SEQUENCE OF COURSES**

Fall		Spring	
Freshman Year			
ENG 112 College Comp &Argument	3	ENG 113 College Comp & Research	3
INT 115 Survey of World Civilization	3	MAT 116 Computational Science	4
MAT 114 Pre-Calculus	4	HPE 111 Personal Health & Safety	1
FRS 111 Freshman Studies	0.5	COM 210 Public Speaking	3
EDU 101 Basic Instructional. Technology	3	HUM 200 Intro to Humanities	3
ETH 100 Found. of Knowledge & Ethics	3	SOC 115 Intro to Social Science	3
ETH 000 Ethics Seminar	0	FRS 112 Freshman Studies	0.5
Total	16.5	Total	17.5

Fall		Spring	
Sophomore Year			
EDU 111 Foundations of Education	1	EDU 119, 218, 219 PRAXIS Sem. (If required)	3
EDU 112 Foundations of Educations Lab	3	PHY 112 Intro to the Physical Sciences	3
BIO 211 General Biology	4	PHY 114 Physical Sciences Lab.	1
ETH 200 Ethical Concepts	3	HUM 210 Survey of the Arts	3
EDU 260 Intro to Students w/Special Needs	3	CHE 212 Chemisty I w/lab	3
EDU 280 Educational Psychology	3	EDU 250 Curriculum & Development	3
HPE 112 Fundamental Skills	<u>1</u>	EDU 251 Curriculum & Dev. Field Lab.	<u>1</u>
Total	18	Total	14-17

Fall		Spring	
Junior Year			
EDU 415 Test & Measurements	3	BIO 311 Genetics	4
BIO 212 General Zoology/Lab	4	EDU 201 Intermediate Instructional Tech.	3
BIO 232 General Botany w/Lab	4	BIO 312 Comp. Vert. Anatomy w/Lab	4
CHE 214 General Chemistry II w/Lab	<u>4</u>	EDU 470 Teach Read. in the Content Areas	3
Total	15	ETH 300 Professional Ethics	<u>3</u>
			17

Fall		Spring	
Senior Year			
EDU 401 Capstone Sem.-Electronic Port.	3	EDU 499 Student Teaching	12
EDU 466 Teach. Sci. in the Secondary Sch.	3	BIO 332 Microbiology w/Lab	4
BIO 423 Ecology w/lab	4		
Total	14	Total	12

MAJOR IN BIRTH-KINDERGARTEN EDUCATION PRE-K LICENSURE

The Bachelor of Arts degree in Birth-Kindergarten Education is designed for persons who seek entry-level "A" license to teach pre-school through kindergarten. In order to complete degree requirements in this major, students must complete a minimum of 121 semester hours in the following categories.

Department Professional Studies Requirements

*EDU 111 or CAD 230: Foundations of Ed. or Foundations of Child Stu.	3
EDU 112: Foundations of Education Field Lab	1
EDU 201: Intermediate Instructional Technology for Teachers	3
EDU 250: Curriculum & Dev. for a Community of Learners	3
EDU 251: Curriculum & Dev. for a Community of Learners Lab	3
*EDU 260 or CAD 290: Introduction to Students with Special Needs	
OR The Exceptional Child	3
*EDU 270 or CAD 250: Child & Adolescent Dev./Child Dev.	3
EDU 401: Capstone Seminar—Electronic Portfolio	3
EDU 415: Tests and Measurements	3

EDU 477: Teaching Reading in Elementary Schools	3
EDU 499: Student Teaching	12
**EDU 217: PRAXIS Seminar II: Reading	1
**EDU 218: PRAXIS Seminar III: Writing	1
**EDU 219: PRAXIS Seminar IV: Mathematics	1

Department Specialty Studies Requirements

*CAD 201: Introduction to Child Development and Learning	3
*CAD 230: Foundations of Child Study	3
*CAD 290: The Exceptional Child	3
CAD 370: Infancy, Toddlers, & Twos	3
CAD 455: Parenting & Parent Partnerships	3
CAD 485: Early Childhood Observations, Assessments, and Evaluation	3
EBK 245: Nutrition & Safety in the BK Classroom	3
EBK 385: Multicultural Education in Early Childhood	3
EBK 405: Teaching Learning Through Play	3
EBK 410: Teaching Integrated Curriculum in the BK Classroom	3

Electives

CAD 220: Early Childhood Environment	3
CAD 250: Child Development	3
CAD 325: Aesthetic Experience for Young Children	3
CAD 350: Children's Literature and Literacy	3
CAD 486: Agencies and Services for Young Children and Families	3

**Courses are required only if student does not meet the requirements on the Placement Exam.*

***Courses are required only if indicated by Diagnostic Exam Scores.*

Number of Credit Hours: 121-136

BIRTH-KINDERGARTEN EDUCATION (P-K)

ACADEMIC ADVISEMENT – SUGGESTED SEQUENCE OF COURSES

Fall			Spring		
Freshman Year					
ENG 112	College Comp &Argument	3	ENG 113	College Comp & Research	3
INT 115	Survey of World Civ.	3	MAT 112	General Math II	3
MAT 111	General Math I	1	HPE 111	Personal Health & Safety	1
FRS 111	Freshman Studies	0.5	COM 210	Public Speaking	3
EDU 101	Basic Instructional. Tech.	3	HUM 200	Intro to Humanities	3
ETH 100	Found.of Know. & Ethics	3	SOC 115	Intro to Social Science	3
ETH 000	Ethics Seminar	<u>0</u>	FRS 112	Freshman Studies	<u>0.5</u>
		15.5			16.5

Fall			Spring		
Sophomore Year					
EDU 111	Foundations of Education	1	EDU119	PRAXIS Seminars (If required)	3
			218		
			219		
EDU 112	Foundations of Educations	3	PHY 112	Intro to the Physical Sci.	3
BIO 211	General Biology	4	PHY 114	Physical Sciences Lab.	1
ETH 200	Ethical Concepts	3	HUM 210	Survey of the Arts	3
CAD 201	Intro to Child Dev. & Learning	3	EDU 260	Intro to Students with Special Needs	3
EDU 270	Child & Adolescent Dev.	3	EDU 250	Curriculum & Dev.	3
HPE 112	Fundamental Skills	<u>1</u>	EDU 251	Curr. & Dev. Field Lab.	<u>1</u>
		18			17

Fall			Spring		
Junior Year					
EDU 415	Test & Measurements	3	BUS 260	Prin. of Macroeconomics	3
CAD 220	Early Childhood Envir.	3	BUS 261	Prin. of Microeconomics	3
CAD 485	Early Child. Observ., Assess., & Eval.	3	EDU 201	Intermediate Instructional Technology	3
EBK 245	Nutrition & Safety in the BK Classroom	3	EDU 470	Teaching Reading	3
EBK 385	Multicultural Education in Early Childhood	<u>3</u>	ETH 300	Professional Ethics	<u>3</u>
		15			15

Fall			Spring		
Senior Year					
EDU 401	Capstone Seminar-Electronic Portfolio	3	EDU 499	Student Teaching	12
EBK 405	Teaching Learning Through Play	3			
EBK 410	Teaching the Integrated Curriculum	3			
INT 211	Principles of Geography	3			
CAD 230	Foundations of Child Study	3			
CAD 290	The Exceptional Child	<u>3</u>			<u>0</u>
		18			12

MAJOR IN ELEMENTARY EDUCATION K-6 LICENSURE

The Elementary Education Major is a major for students who wish to pursue a degree in teacher education at the elementary level. Students must earn a grade of "C" or better in all professional course requirements. This curriculum provides an understanding of child development,

intellectual development and issues related to elementary education. Students develop skills needed to interact with children kindergarten through grade 6.

Department Professional Studies Requirements

EDU 111: Foundations of Education	3
EDU 112: Foundations of Education Field Lab	1
EDU 201: Intermediate Instructional Technology for Teachers	3
EDU 250: Curriculum & Development for a Community of Learners	3
EDU 251: Curriculum & Dev. for a Community of Learners Field Lab	1
EDU 260: Introduction to Students with Special Needs	3
EDU 270: Child & Adolescent Psychology	3
EDU 350: Children's Literature	3
EDU 401: Capstone Seminar—Electronic Portfolio	3
EDU 415: Tests and Measurements	3
EDU 450: Teaching Math & Science in the Elementary School	3
EDU 462: Teaching Reading in the Elementary School	3
EDU 463: Teaching Lang. Arts & Social Studies in the Elementary School	3
EDU 499: Student Teaching	12
**EDU 217: PRAXIS Seminar II: Reading	1
**EDU 218: PRAXIS Seminar III: Writing	1
**EDU 219: PRAXIS Seminar IV: Mathematics	1

Department Specialty Studies Requirements

BUS 260: Principles of Macroeconomics	3
BUS 261: Principles of Microeconomics	3
HIS 321: U.S. History I	3
HIS 361: North Carolina History	3
INT 211: Principles of Geography	3
INT 252: International Relations	3
POL 150: Introduction to Political Science	3
Licensure Support Courses (<i>if needed</i>)	5-6

**Courses are required only if the student does not meet the requirements on the Placement Exam.*

***Courses are required only if indicated by Diagnostic Exam Scores.*

Number of Credit Hours: 120-131

ELEMENTARY EDUCATION (K-6)
SUGGESTED SEQUENCE OF COURSES

Freshman Year

Fall Semester			Spring Semester		
ENG 111	College English & Comp I	3	ENG 112	College Comp. and Argument	3
INT 115	Survey of World Civ.	3	MAT 112	General Math II	3
MAT 111	General Mathematics I	3	HPE 111	Personal Health & Safety	3
FRS 111	Freshman Studies	.5	SOC 115	Intro to the Social Sciences	3
EDU 101	Basic Instructional Technology for Teachers	3	HUM 200	Intro. to the Humanities	3
ETH 100	Found. of Know. & Ethics	3	COM 210	Public Speaking	3
ETH 000	Ethics Seminar	0	FRS 112	Freshman Studies	.5
Total Academic Hours		15.5	Total Academic Hours		16.5

Sophomore Year

EDU 270	Child & Adolescent Development	3	EDU 119, 218, 219	PRAXIS Seminars (if needed)	3
EDU 111	Foundations of Education	3	PHY 112	Intro to the Physical Sciences	3
EDU 112	Found of Education Lab	1	EDU 250	Curriculum and Development	3
BIO 211	General Biology	4	EDU 251	Curriculum and Dev. Lab	1
ETH 200	Ethical Concepts	3	PHY 114	Physical Sciences Lab	1
HPE 112	Fundamental Skills	1	ENG 113	College Comp. and Research	3
			EDU 260	Introduction to Students With Special Needs	3
Total Academic Hours		15	Total Academic Hours		14-17

Junior Year

EDU 415	Tests and Measurements	3	EDU 201	Intermediate Instructional Technology for Teachers	3
EDU 350	Children's Literature	3	INT 252	International Relations	3
POL 150	Intro to Political Science	3	BUS 260	Principles of Macroeconomics	3
HIS 361	NC History	3	EDU 463	Teaching Lang Arts & Social Stu Elem Schools	3
HIS 321	US History	3	ETH 300	Professional Ethics	3
INT 211	Principles of Geography				
Total Academic Hours		18	Total Academic Hours		15

Senior Year

HUM 210	Survey of the Arts	3	EDU 499	Student Teaching	12
BUS 261	Prin of Microeconomics	3			
EDU 450	Teaching Math & Science in Elementary Schools	3			
EDU 462	Teaching Reading the Elem. School				
EDU 401	Capstone Seminar: Electronic Portfolio				
Total Academic Hours		15	Total Academic Hours		12

MAJOR IN ENGLISH EDUCATION 9-12 LICENSURE

The English Education Major is a major for students who wish to pursue a teaching degree at the secondary level. Students must earn a grade of “C” or better in all departmental requirements. This curriculum places emphasis on literacy, oral, written, visual composition and problem-solving strategies. Students develop skills needed to interact with children grades 9 through 12.

Department Professional Studies Requirements

EDU 111: Foundations of Education	3
EDU 112: Foundations of Education Field Lab	1
EDU 201: Intermediate Instructional Technology for Teachers	3
EDU 250: Curriculum & Dev. for a Community of Learners	3
EDU 251: Curriculum & Dev. for a Community of Learners Field Lab	1
EDU 260: Introduction to Students with Special Needs	3
EDU 280: Educational Psychology	3
EDU 401: Capstone Seminar—Electronic Portfolio	3
EDU 415: Tests and Measurements	3
EDU 420: Teaching Reading & Adolescent Liter. or Approved Elective	3
EDU 467: Teaching Writing & Related Lang. Arts in Secondary School	3
EDU 499: Student Teaching	12
**EDU 217: PRAXIS Seminar II: Reading	1
**EDU 218: PRAXIS Seminar III: Writing	1
**EDU 219: PRAXIS Seminar IV: Mathematics	1

Department Specialty Studies Requirements

ENG 211: Introduction to World Literature	3
ENG 300: Critical Analysis	3
ENG 310: Old English to the Restoration	3
ENG 311: Neo-Classical to the Victorian	3
ENG 312: American Literature—Colonial to Civil War	3
ENG 314: African-American Literature	3

ENG 400: Special Topics—Shakespeare	3
ENG 404: Special Topics—History of the English Language	3
ENG 410: 20 th Century American Literature	3
<i>Approved Elective—300 or 400 level course</i>	3

**Courses are required only if the student does not meet the requirements on the Placement Exam.*

***Courses are required only if indicated by Diagnostic Exam Scores.*

Number of Credit Hours: 121-136

ENGLISH EDUCATION (9-12) **SUGGESTED SEQUENCE OF COURSES**

<i>Fall</i>			<i>Spring</i>		
<i>Freshman Year</i>					
ENG 112	Comp & Argument	3	ENG 113	Comp & Research	3
INT 115	Survey of World	3	MAT 112	General Math II	3
MAT 111	General Math I	3	HPE 111	Personal Health & Safety	1
FRS 111	Freshman Studies	0.5	COM 210	Public Speaking	3
EDU 101	Basic Instructional Technology	3	HUM 200	Intro to Humanities	3
ETH 100	Found. of Knowledge & Ethics	3	SOC 115	Intro to Social Science	
ETH 000	Ethics Seminar	<u>0</u>	FRS 112	Freshman Studies	<u>0.5</u>
		15.5			16.5
<i>Fall</i>			<i>Spring</i>		
<i>Sophomore Year</i>					
EDU 111	Foundations of Education	3	EDU 119	PRAXIS Seminar	3
			218 or 219		
EDU 112	Found. of Education Lab	3	PHY 112	Intro to Physical Science	3
BIO 211	General Biology w/Lab	4	PHY 114	Physical Sciences Lab	1
ETH 200	Ethical Concepts	3	HUM 210	Survey of the Arts	3
ENG 300	Critical Analysis	3	EDU 260	Intro to Students w/Special Needs	3
EDU 280	Educational Psychology	3	EDU 250	Curriculum & Development	3
HPE 112	Fundamental Skills	<u>1</u>	EDU 251	Curriculum & Development	<u>1</u>
			Field Lab		
		18			14-17

<i>Fall</i>			<i>Spring</i>		
		<i>Junior</i>			
EDU 415	Tests & Measurements	3	ENG 314	African American Literature	3
ENG 310	Old English to Restoration	3	EDU 201	Intermediate Instructional Technology	3
ENG 312	American Literature – Colonial to the Civil War	3	ENG 410	20 th Century American Literature	3
ENG 211	Intro to World Literature	3	EDU 420	Teaching Reading & Adol. Literature	3
ENG 309	Advanced Composition and Rhetorical Theory	<u>3</u>	ETH 300	Professional Ethics	<u>3</u>
		15			15

**MAJOR IN MATHEMATICS EDUCATION
9-12 LICENSURE**

Department Professional Studies Requirements

EDU 499: Student Teaching	12
**EDU 217: PRAXIS Seminar II: Reading	1
**EDU 218: PRAXIS Seminar III: Writing	1
**EDU 219: PRAXIS Seminar IV: Mathematics	1

Department Specialty Studies Requirements

MAT 201: Analytic Geometry & Calculus I	4
MAT 202: Analytic Geometry & Calculus II	4
MAT 203: Analytic Geometry & Calculus III	4
MAT 232: Theory of Numbers	3
MAT 311: Modern Algebra (Abstract Algebra)	3
MAT 312: Linear Algebra	3
MAT 313: Mathematical Probability & Statistics	3
MAT 323: Modern Geometry	3
MAT 433: History of Math	3
Approved Math Elective—300 or 400 level course	3
Approved Math Elective—300 or 400 level course	3

**Courses are required only if the student does not meet the requirements on the Placement Exam.*

***Courses are required only if indicated by Diagnostic Exam Scores.*

Number of Credit Hours: 128-137

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MATHEMATICS EDUCATION (9-12)

Academic Advisement—Suggested Sequence of Courses

Fall

Freshman Year

ENG 112	College Comp & Argument	3
INT 115	Survey of World Civilization	3
MAT 115	Pre-Calculus	4
FRS 111	Freshman Studies	0.5
EDU 101	Basic Instruct. Technology	3
ETH 100	Found. of Knowledge & Ethics	3
ETH 000	Seminar	0
		16.5

Spring

ENG 113	Comp & Research	3
MAT 116	Computational Sci.	4
HPE 111	Per. Health & Safety	1
SOC 115	Intro. To Social Sci.	3
HUM 200	Intro. To Humanities	3
COM 210	Public Speaking	3
FRS 112	Freshman Studies	0.5
		17.5

Fall

Sophomore Year

MAT 201	Analytic Geo. & Calculus I	4
EDU 111	Foundations of Education	3
EDU 112	Foundations of Ed. Field Lab	1
ETH 200	Ethical Concepts	3

Spring

EDU 119	PRAXIS Seminars	3
218, 219	(if needed)	
PHY 201	General Physics	4
MAT 202	Analytical Geometry & Calculus II	4
EDU 260	Intro. to Students Special Needs	3

BIO 211	General Biology w/Lab	4	EDU 250	Curriculum & Dev.	3
EDU 280	Educational Psychology	3	EDU 251	Dev. Field Lab	<u>1</u>
HPE 112	Fundamental Skills	<u>1</u>			
		19			15-18

Fall			Spring		
Junior Year					
EDU 415	Tests & Measurements	3	MAT 312	Linear Algebra	3
MAT 203	Analytical Geometry & Calculus III	4	EDU 201	Intermediate Technology	3
MAT 232	Theory of Numbers	3	MAT 313	Math. Probability & Statistics	3
MAT 311	Modern Algebra	3	MAT 323	Modern Geometry	3
HUM 210	Survey of the Arts	<u>3</u>	ETH 300	Professional Ethics	<u>3</u>
		16			15

Fall			Spring		
Senior Year					
EDU 401	Capstone Sem.-Electronic Port.	3	EDU 499	Student Teaching	12
EDU 465	Teaching Mathematics in the Secondary School	3			
Approved	300-400-level math electives	<u>6</u>			
		15			12

MAJOR IN SOCIAL STUDIES EDUCATION 9-12 LICENSURE

The Social Studies Major is a major for students who wish to pursue a degree in teacher education at the secondary level. Students must earn a grade of “C” or better in all departmental requirements. This curriculum provides an understanding of philosophy, civilization, and psychology. Students develop skills needed to interact with children in grades 9 through 12.

Department Professional Studies Requirements

EDU 111: Foundations of Education	3
EDU 112: Foundations of Education Field Lab	1
EDU 201: Intermediate Instructional Technology for Teachers	3
EDU 250: Curriculum & Dev. for a Community of Learners	3
EDU 251: Curriculum & Dev. for a Community of Learners Lab	1
EDU 260: Introduction to Students with Special Needs	3
EDU 280: Educational Psychology	3
EDU 401: Capstone Seminar—Electronic Portfolio	3
EDU 415: Tests and Measurements	3
EDU 462: Teaching Social Studies in the Secondary School	3
EDU 470: Teaching Reading in the Content Area	3
EDU 499: Student Teaching/Student Internship	12

**EDU 217: PRAXIS Seminar II: Reading	1
**EDU 218: PRAXIS Seminar III: Writing	1
**EDU 219: PRAXIS Seminar IV: Mathematics	1

Department Specialty Studies Requirements

SOC 211: Introduction to Sociology	3
SOC 300: Social Problems	3
BUS 260: Principles of Macroeconomics	3
BUS 261: Principles of Microeconomics	3
HIS 321: U.S. History I	3
HIS 322: U.S. History II	3
HIS 361: NC History	3
PSY 201: Introduction to Psychology	3
PSY 210: Human Development	3
INT 121: Introduction to World Politics	3
INT 211: Principles of Geography	3
INT 215: Western Civilization	3
INT 351: U.S. Government	3

Suggested Electives

HIS 203: African-American History I	3
HIS 204: African-American History II	3
INT 205: Multiculturalism and Globalization	3
INT 241: International Organization	3

**Courses are required only if the student does not meet the requirements on the Placement Exam.*

***Courses are required only if indicated by Diagnostic Exam Scores.*

Number of Credit Hours: 127-142

SOCIAL STUDIES EDUCATION (9-12)

Academic Advisement – SUGGESTED SEQUENCE OF COURSES

Fall			Spring		
Freshman Year					
ENG 112	College Comp & Argument	3	ENG 113	College Comp & Res.	3
INT 115	Survey of World Civilization	3	MAT 112	General Math II	3
MAT 111	General Math I	3	HPE 111	Personal Health & Safety	1
FRS 111	Freshman Studies	0.5	COM 210	Public Speaking	3
EDU 101	Basic Instructional Technology	3	HUM 200	Intro to Humanities	3
ETH 100	Found. of Knowledge & Ethics	3	SOC 115	Intro to Social Science	3
ETH 000	Ethics Seminar	<u>0</u>	FRS 112	Freshman Studies	<u>0.5</u>
TOTAL		15.5	TOTAL		16.5

Fall			Spring		
Sophomore Year					
EDU 111	Foundations of Education	3	EDU 119, 218, 219	PRAXIS Seminars	3
EDU 113	Found. of Education Field Lab	1	PHY 112	Intro to Physical Sci.	3
BIO 211	General Biology	4	PHY 114	Physical Science Lab	1
ETH 200	Ethical Concepts	3	HUM 210	Survey of the Arts	3
SOC 211	Introduction of Sociology	3	EDU 260	Intro to Students with Special Needs	3
EDU 280	Educational Psychology	3	EDU 250	Curriculum & Dev.	3
HPE 112	Fundamental Skills	<u>1</u>	EDU 251	Curr & Dev. Field Lab	<u>1</u>
TOTAL		18	TOTAL		17

Fall			Spring		
Junior Year					
EDU 415	Tests & Measurements	3	BUS 260	Prin. of Macroecon.	3
SOC 300	Social Problems	3	BUS 261	Prin. of Microecon.	3
HIS 321	US History I	3	EDU 201	Inter. Instruct. Tech.	3
HIS 322	US History II	3	EDU 470	Teaching Reading	3
HIS 361	NC History	3	ETH 300	Professional Ethics	3
PSY 201	Introduction to Psychology	<u>3</u>	PSY 210	Human Development	<u>3</u>
TOTAL		18	TOTAL		18

Fall			Spring		
Senior Year					
EDU 401	Capstone Sem.-Electronic Port.	3	EDU 499	Student Teaching	12
EDU 462	Teaching Social Studies in the Secondary School	3			
INT 121	Introduction to World Politics	3			
INT 211	Principles of Geography	3			
INT 215	Western Civilization	3			
INT 351	US Government	<u>3</u>			
TOTAL		18	TOTAL		12

MAJOR IN SPECIAL EDUCATION -- GENERAL CURRICULUM K-12 LICENSURE

The Special Education Major is a major for students who wish to pursue a degree in teacher education at the elementary/secondary levels. Students must earn a grade of “C” or better in all departmental requirements. This curriculum prepares candidates to provide research-validated instruction and behavior supports to maintain at grade level students with disabilities who are enrolled in the North Carolina Standard Curriculum. Candidates develop skills needed to interact with children in grades K-12.

Department Professional Studies Requirements

EDU 111: Foundations of Education	3
EDU 112: Foundations of Education Field Lab	1
EDU 201: Intermediate Instructional Technology for Teachers	3
EDU 250: Curriculum & Dev. for a Community of Learners	3
EDU 251: Curriculum & Dev. for a Community of Learners Lab	1
EDU 260: Introduction to Students with Special Needs	3
EDU 270: Child & Adolescent Development	3
EDU 280: Educational Psychology	3
EDU 401: Capstone Seminar—Electronic Portfolio	3
EDU 415: Tests and Measurements	3
EDU 470: Teaching Reading in the Content Area <u>or</u>	3
EDU 477: Teaching Reading in the Elementary School	3
EDU 499: Student Teaching	12
**EDU 217: PRAXIS Seminar II: Reading	1
**EDU 218: PRAXIS Seminar III: Writing	1
**EDU 219: PRAXIS Seminar IV: Mathematics	1

Department Specialty Studies Requirements

SPP 151: Introduction to Communication Disorders	3
SPP 251: Phonetics	3
EDU 309: Consultation and Advocacy for Exceptional Learners	3
EDU 314: Diagnostic Reading	3
EDU 370: Exceptionalities in Education	3
EDU 425: Behavioral Management and Intervention Strategies	3
EDU 460: Teaching Mathematics & Science in the Elementary School	3
EDU 463: Teaching Lang. Arts & Social Studies in Elem. School	3
EDU 472: Assessment in Special Education	3
EDU 475: Instructional Methods in Special Education	3

Licensure Support Courses

2-6

**Courses are required only if the student does not meet the requirements on the Placement Exam.*

***Courses are required only if indicated by Diagnostic Exam Scores.*

Number of Credit Hours Required: 120-133

SPECIAL EDUCATION (K-12)
SUGGESTED SEQUENCE OF CLASSES

Fall			Spring		
Freshman Year					
ENG 112	College Comp. & Arg.	3	ENG 113	Composition & Research	3
INT 115	Survey of World Civ	3	HUM 200	Intro to Humanities	3
ETH 100	Found of Know. & Ethics	3	MAT 112	General Math II	3
MAT 111	General Math I	3	FRS 112	Freshman Studies	0.5
EDU 101	Basic Instruct. Technology	3	COM 210	Public Speaking	3
FRS 111	Freshman Studies	0.5	SOC 115	Intro to Social Science	3
ETH 000	Seminar	0	HPE 111	Personal Health & Safety	
Total Academic Hours		15.5	Total Academic Hours		16.5

FALL			SPRING		
Sophomore Year					
EDU 111	Foundations of Education	3	EDU 119, 218 219	PRAXIS Seminars (if needed)	3
EDU 112	Found. of Ed. Field Lab.	1	PHY 112	Intro to the Physical Sci.	3
BIO 211	General Biology w/lab	4	PHY 114	Physical Sciences Lab	1
ETH 200	Ethical Concepts	3	HUM 210	Survey of the Arts	
EDU 270	Child & Adolescent Development	3	EDU 260	Intro to Students w/ Special Needs	3
EDU 280	Educational Psychology	3	EDU 250	Curriculum and Dev.	3
HPE 112	Fundamental Skills	1	EDU 251	Curriculum and Dev. Lab	1
Total Academic Hours		18	Total Academic Hours		18

Fall			Spring		
Junior Year					
EDU 415	Tests & Measurements	3	EDU 463	Teaching Lang. Arts & Social Studies in the Elementary School	3
EDU 309	Consult. & Advocacy for Exceptional Learners	3	EDU 201	Intermediate Instructional Technology	3
EDU 314	Diagnostic Reading	3	SPP 251	Phonetics Teaching	3
EDU 370	Exceptionalities in Education	3	EDU 470	Teaching Reading in the Content Area	3
SPP I 151	Intro. to Communication Disorders	3	EDU 472	Assessment of the Mentally Disabled	3
			ETH 300	Professional Ethics	3
Total Academic Year		15	Total Academic Year		18

Fall		Senior Year		Spring	
EDU 401	Capstones Seminar-Electronic Portfolio	3	EDU 499	Student Teaching	12
EDU 460	Teaching Math & Science in the Elementary School	3			
EDU 475	Teaching the Mentally Disabled Licensure Support Course (if needed)	3			
Total Academic Year		12		Total Academic Year	12

COURSE DESCRIPTIONS

CAD 201 Introduction to Child Development and Learning (3)

This introductory course is designed to provide a comprehensive overview of and introduction to the field of Birth-Kindergarten for undergraduate majors in the field. Content will include basic information about early childhood teaching, developmentally appropriate practice, the project approach to teaching and learning, application of basic information in child development, classroom observation, child guidance, literacy, mathematic, music, art, creativity, interpersonal skills, technology for young children, multicultural education, anti-bias education, the recent authorization of IDEA, assessment in early childhood, collaboration with other professionals who serve young children, working with families and parents, and development of an early childhood teaching philosophy. Through journal writings, action research, and reflections, students will use critical thinking and problem solving skills.

CAD 220 Early Childhood Environment (3)

The course is designed to help the student understand the outdoor and indoor learning environments and to help ensure that students will have critical and problem solving skills needed to make decisions that teachers are confronted with every day in meeting the needs of any group of young children. Issues surrounding adequate space, room arrangement, scheduling, lighting, multi-age environments, child-teacher interactions, diversity, and professional dispositions will be discussed and explored. Through coursework and assignments students will become knowledgeable and familiar with the use of computers.

CAD 230 Foundation of Child Study (3)

This course is designed to teach the student about the history of child development and early childhood education, the people and events that influenced early childhood education, and philosophers and the contributions they made to child development. Students will also locate information on the INTERNET to learn about the foundations of learning in the areas of cognition, language learning, social & emotional development. Students will be required to problem solve and think critically about where child development has been, where it is going, and what is needed to fully understand children and be able to effectively work with them. A twenty hours field lab is required in this course.

CAD 250 Child Development (3)

Through INTERNET searches, site observations, center and home visits development, growth, and behavior are studied and their implications for home, school, and community are considered. This course consists of a survey of the interrelationship among the various aspects of child development, with an emphasis on how developmental processes affect educational decision-making. There are two major related themes that will be emphasized throughout the course; effects of the new brain research on development and environmental influences on development. In the context of these two themes, critical thinking and problem solving skills will be used to examine and discuss the aspects of cognitive, social, emotional, physical, and personality development. Students will also explore the uses of the computer through assignments and coursework.

CAD 325 Aesthetic Experiences for Young Children (3)

This course is designed to promote an interdisciplinary approach to different forms of creative expression in young children. Art, music, and movement will be analyzed as aesthetic elements in a comprehensive early childhood curriculum. Development of creative potential in both teacher and children will be promoted as a means of enhancing the artist's experiences. Students will expand their use of the arts to enhance the self-esteem and self-worth of children. Students will also use their computer skills through coursework and assignments.

CAD 350 Children's Literature and Literacy (3)

This course includes the study of children's language acquisition and children's literature within the context of a developmentally appropriate language arts curriculum for preschool through the primary grades. Strategies for developing children's linguistic competence and integrating literature through the early childhood program will be emphasized. Observations, interviews, case studies, and teaching experience are an integral part of this course and will be used to improve students' critical and problem solving skills. Students will also learn some computer skills through class assignments and coursework.

CAD 370 Infancy, Toddlers, and Twos (3)

This course is designed to help the student learn how infants, toddlers and twos develop, play, learn and grow. Discussions will be on teaching the very young child, age appropriateness, and individual appropriateness. Ten hours of field experience (Infant/ Toddler setting) is required in which students will be required to use critical thinking and problem solving skills. The aspects of cognitive, social, emotional, physical, and personality development will be also discussed. Students will also learn computer skills through assignments, projects and action research.

CAD 455 Parenting and Parent Partnerships (3)

Students will be required to use problem solving and critical thinking skills to examine the nature, extent, and significance of parent education. Interrelationships of home, school, and community agencies are examined in light of various programs, methods, and techniques of parenting education. Student will examine why bringing parents into the B-K classroom is essential in the growth and development of children.

CAD 486 Agencies and Services for Young Children and Families (3)

A close look at agencies and services for young children will be looked at in detail. Field trips to some agencies will be taken and guest speakers will come to discuss their programs. Students will learn how to use these services effectively and to promote the health and well being of young children and their families.

EBK 245 Nutrition and Safety in the Birth-Kindergarten Classroom (3)

This course is designed to develop skills and concepts in developmentally appropriate methods of teaching, health, safety, and nutrition to young children. Skills and concepts will be attained through readings, class discussions, projects and presentations. This course will also analyze the effects of health and proper nutrition to learning and achievement as well as diversity issues. Students will also learn and acquire skills in operating the computer.

EBK 385 Multicultural Education in Early Childhood (3)

This course is designed to promote a comprehensive understanding of the role of multicultural education in excellent teaching practice in all school settings. Course topics include an overview of multicultural education, racism, discrimination, socioeconomic status, school structure, culture and language, achievement and intelligence, learning about students, understanding school reform, and multicultural practice in schools. Course activities will include discussion of readings, small and large group interactions related to weekly topics, and class workshops. It is anticipated that students taking this course will be prepared to embrace the responsibility of provision of equal education opportunities to all children and personal representation of the democratic goals of our nation in their role as educators and citizens in school and society.

EBK 405 Teaching Learning Through Play (3)

This course is designed to help students to plan for the children who are learning through play. This class will focus on what children learn through play and impact of culture. Teachers will weave the curriculum into the classroom by responding to children's interests and activities. This course will also provide early childhood educator with the knowledge and problem-solving skills necessary to use children's play behavior as the foundation for developmentally appropriate practice and creative expression. Emphasis is on the characteristics, theories and stages as they relate to the social, emotional, physical, and intellectual growth of young children, infancy through age eight. Students will observe children (ages Birth-5) at play and design, implement, and evaluate children-centered learning experiences that encourage creative expression during a ten hours field-based component that is required. Students will also learn computer skills during projects, assignments and research.

EBK 410 Teaching Integrated Curriculum in the Birth-Kindergarten Classroom (3)

This course is designed to help students balance their fundamental theoretical knowledge of early childhood education with the implementation of practical teaching/learning experiences in content areas for birth through kindergarten. In this component, students will examine strategies for teaching math and science concepts to young children, which are congruent with their sequence of logical development. Students will use critical thinking skills to develop knowledge of how to design content, methods, and materials to teach science and math for young children. Students will apply this information in a four-week field experience at the end of the semester

where they will spend each day in a pre-school or primary setting. Students will also demonstrate competence in computer technology with their assignment and coursework.

EDU 101 Basic Instructional Technology for Teachers (3)

This course is designed to help students gain basic knowledge and skills in technology for their efficiency, functionality, and productivity as educators and in real life. The course is also structured to enable students to gain some of the Basic Technology Competencies required of P-12 educators in North Carolina schools. Major work in hands-on experience.

EDU 111 Foundations of Education (3)

An introduction to the social, historical, and philosophical influences that shape education in America. Emphasis is also placed on school law, organization, and finance, as well as the current trends in education. The course is designed to help the student think critically about the process of education and his/her role as an educator in that process.

EDU 112 Foundations of Education Field Lab (1)

The course includes a 20-hour field lab that provides opportunities for the prospective teacher to observe the dynamics of the classroom and school environment. Students must take the Communication Skills and General Knowledge parts of the PRAXIS I Exam as partial fulfillment of course requirements.

EDU 201 Intermediate Instructional Technology for Teachers (3)

This course is designed to have a major focus on infusing technology that will have a positive impact on teaching and learning. It is designed to enhance teacher productivity by using multiple forms of technology that will enhance student learning. Producing a field-based Technology Plan is another major focus. The course is structured to enable pre-service teachers gain the rest of the basic technology competencies and some of the Advanced Competencies required of P-12 educators in North Carolina schools.

EDU 217 PRAXIS Seminar II: Reading (1) {Only if indicated by Diagnostic Exam scores.}

This seminar and lab will provide the student with a comprehensive diagnostic review and practice of reading materials contained in the PRAXIS series.

EDU 218 PRAXIS Seminar III: Writing (1) {Only if indicated by Diagnostic Exam scores.}

This seminar and lab will provide the student with a comprehensive diagnostic review and practice of writing materials contained in the PRAXIS series.

EDU 219 PRAXIS Seminar IV: Math (1) {Only if indicated by Diagnostic Exam Scores.}

This seminar and lab will provide the student with a comprehensive diagnostic review and practice of mathematics materials contained in the PRAXIS series.

EDU 250 Curriculum and Development for a Community of Learners (3)

This course investigates the role of the teacher as a facilitator of learning. Emphasis is placed on the decisions that learners make in the teaching and learning process to ensure competent performance by students at the elementary and secondary levels.

EDU 251 Curriculum and Development for a Community of Learners Field Lab (3)

This course includes a thirty-hour-field lab that provides students with an emphasis on instructional methodology and teacher student interaction.

EDU 260 Introduction to Students with Special Needs (3)

This course provides a comprehensive overview of exceptionalities, knowledge about legislation to protect the rights of exceptional children, support systems for mainstreaming, and educational programming with emphasis on modifications needed in general education classrooms. This course is infused with critical-thinking skills and problem-solving strategies. Required of all prospective teachers.

EDU 270 Child and Adolescent Development (3)

With emphasis on analytical compositions, the student applies critical thinking and assessment skills to the extensive literature dealing with the physical, cognitive, and social-emotional developmental stages of children from prenatal through adolescent. Contemporary issues confronting the family, problems facing special-needs children, and the formation of value systems are also addressed.

EDU 280 Educational Psychology (3) {Secondary Education Majors}

An investigation of theories and research in educational psychology with a focus on how teachers apply this knowledge in the classroom. Emphasis is placed on the major variables in the teacher-learning process: instructional objectives, individual differences, teacher behavior, principles of learning, methods of instruction, and evaluation of student behavior. Trends, principles, and processes relative to the biological, anthropological, sociological, and psychological development of individuals are examined. The course is undergirded by critical-thinking and problem-solving strategies.

EDU 301 Advanced Instructional Technology for Teachers (3) Prerequisite: Admission into the Teacher Education Program

This course is designed to enable pre-service teachers to gain the rest of the Advanced Technology Competencies required of P-12 educators in North Carolina schools. Major focus is on the advanced infusion of technology (Introduction to Multimedia Effects) that positively impacts teaching and learning. Curriculum Development with intense technology infusion in student's specialty area is another major focus.

EDU 309 Consultation and Advocacy for Exceptional Learners (3)

The role of the teacher as consultant to other professionals, as interdisciplinary team member, and as advocate for learners with disabilities constitute the major focus of this course. Candidates are expected to demonstrate evidence of such dispositions as commitment toward life-long learning, participation in professional endeavors, positive attitudes toward diverse populations, and leadership qualities. Technological skills, research, and observation or equivalent also required. Open to students who aspire to work with learners classified as mentally disabled, behaviorally/emotionally disabled, and learning disabled.

EDU 311 Introduction to Early Intervention (3)

Methods of developing, implementing, and evaluating programs that serve typical and atypical infants and toddlers will be addressed. Program issues that are related to the needs of infants and

toddlers and their families will be examined. Through action research, projects, site visitations, and resource speakers, students will be able to use critical thinking skills, problem solving skills, and technology skills.

EDU 312 Educational Website Design and Maintenance I Prerequisite: EDU 101 or CIS 101 and Admission into the Teacher Education Program

This course focuses on using authoring software to design personal Web Site/Pages in one's specialty area of study. There will be a focus on the basic principles that contribute to effective electronic communication and efficient navigation. Students will learn how to use Web Wizards and Templates to quickly design a web. They will learn how to customize, edit, format text images, add Links and Hoover buttons, navigate, organize and maintain a site.

EDU 313 Educational Website and Maintenance II Prerequisite: Web Design I (3) Prerequisite: Admission into the Teacher Education Program

This course covers the advanced concepts and design of web sites. Students will learn the possible uses of "Forms" and "Tables" on Web sites. They will learn all the elements of Forms including line text boxes, scrolling text box fields, check boxes, radio buttons, and drop down menus. They will learn how to use "Validation" forms, how to configure for messages, and how to design "Confirmation" pages. Students will use some of the HTML and DHTML effects and learn how to evaluate and publish a web site.

EDU 314 Diagnostic Reading (3) Prerequisite: Admission into the Teacher Education Program

Designed to give students knowledge in using specific methods for locating and correcting reading difficulties using diagnostic procedures to direct reading instruction. The course establishes a framework for increasing achievement and preventing failure in reading grades K-12.

EDU 315 Seminar in Special Education (3)

Independent study of educational problems focusing on issues in special education.

EDU 316 PRAXIS II Preparation Seminar (3) Prerequisite: Admission into the Teacher Education Program

This seminar and lab will provide the student with a comprehensive review of practice materials and practice in preparation for the PRAXIS II exam.

EDU 317 Seminar in B-K Education

This course is designed to develop a knowledge base for educators who work with children from birth through age eight and/or their parents. Each person identifies an area of concern, researches the issue, and shares findings with the total group. Examples of offering in this area are:

- **Administration of Early Childhood Programs**

This topic introduces students to crucial issues in public policy and regulation, management theory and leadership styles, new program development, staff development and supervision, and legal issues.

- **Infant-Toddler Programming and Development**

This topic focuses on development beginning with the fetus and progresses through toddlerhood. Students examine research and learning theories, with emphasis on the implications in the curriculum for caregiving, play and learning, attachment, partnership with parents, health, safety, and nutrition. This topic covers infants and toddlers that are typical and atypical.

- **Program Models in Early Childhood Education**

The focus of this topic is programs developed for the early childhood population. Students examine philosophy, theoretic framework, curriculum, methodology, role of teacher, role of the child, service delivery systems, and parent involvement.

EDU 350 Children's Literature (3) Prerequisite: Admission into the Teacher Education Program

Emphasis is on oral reading, storytelling, and dramatization along with the identification and analysis of diverse literacy works for elementary school children. A genre/issues approach is combined with a developmental perspective.

EDU 360 Reading in the Content Areas (3) Prerequisite: Admission into the Teacher Education Program

A study of methods and materials for teaching reading in the secondary school, with an emphasis on the effective use of written materials for content area instruction.

EDU 370 Exceptionalities in Education (3)

A study of the mental, physical, emotional, and social traits of different types of exceptionalities with emphasis on programming techniques for pre-birth through adulthood. Development of the IFSP, IEP, and ITP, as well as current trends and legal issues in special education will be addressed. Diversity among learners and learning styles will also be addressed. Coursework will also require candidates to use technology, critical thinking, problem solving, and decision-making skills.

EDU 372 Assessment for the Mentally Disabled K-12 (3) Prerequisite: EDU 415 and EDU 425 and Admission into the Teacher Education Program

An examination of the required procedures in educational and psychological assessment in special education, including legal and ethical considerations. A laboratory approach will involve students in the utilization of norm referenced and criterion referenced instruments, as well as application of assessment information in educational decision-making. The course uses a hands-on approach and culminates in the development of a portfolio.

EDU 401 Capstone Seminar—Electronic Portfolio (1-3) Prerequisite: Admission into the Teacher Education Program

This course is designed to provide a structured opportunity for the graduating senior to prepare the electronic portfolio for submission to the North Carolina State Board of Education. This "**Product of Learning**" is a requirement for initial licensure for teachers in public school systems of the state. This course is designed for Professional education majors.

EDU 415 Tests and Measurements (3) Prerequisite: Admission into the Teacher Education Program

This course is an examination of the principles and concepts of tests and measurements as they relate to teacher performance in the public school setting. The topics addressed include test bias, validity and reliability of testing instruments, the administration, interpretation, and utilization of information collected from standardized and non-standardized instruments, the development of criterion-referenced and teacher-made-tests, and the communication of test results to students, parents and other groups.

EDU 420 Teaching Reading and Adolescent Literature (3) Prerequisite: Admission into the Teacher Education Program

A seminar course in recent trends and the development of reading theories as they relate to secondary literature appropriate for secondary students. Students develop and evaluate strategies for using computers in the literature classroom and design a unit of instruction.

EDU 425: Behavioral Management and Intervention (3) {Prerequisite: EDU 370}

Instruction in using behavior modification techniques to implement interventions for learners placed in a cross categorical environment or classified as mentally disabled, behaviorally/emotionally disabled, and learning disabled. Includes study of brain-compatible instruction. Candidates may include assignments in their electronic portfolios that are required for licensure. Field placement necessary for research component.

EDU 460 Teaching Mathematics and Science in the Elementary Schools (3)

Instruction in the concepts, methods, and materials that are important to the mathematics and science curriculum at the elementary level. Emphasis is given to diagnosis, exploration of alternate ways of solving problems, “hands-on” experience in science, research findings on teaching effectiveness, keeping student achievement high, and the integration of mathematics and science across the curriculum.

EDU 462 Teaching Social Studies in the Secondary Schools (3) Prerequisite: Admission into the Teacher Education Program

Designed to provide intensive study of the principles of the social studies curriculum and methods for evaluation and teaching strategies at the secondary level.

EDU 463 Teaching Language Arts and Social Studies in the Elementary School (3) Prerequisite: Admission into the Teacher Education Program

Emphasis is on analytic competencies. The student applies critical-thinking, problem-solving skills, and effective instructional strategies to the extensive literature dealing with the teaching of language arts and social studies. This course provides instruction in social studies and language arts. Language skills, knowledge and attitudes related to social studies are examined through content areas and multicultural literature by applying a research-based effective sequential instructional approach.

EDU 465 Teaching Mathematics in the Secondary Schools (3) Prerequisite Admission into the Teacher Education Program

Instruction in the concepts, methods, and materials that are applicable to teaching mathematics at the secondary level. Emphasis is given to diagnosis and remediation in mathematics, exploration

of alternate ways of solving problems, research-findings related to teaching effectiveness and student achievement, and integration of technology in math instruction across the curriculum.

**EDU 466: Teaching Science in the Secondary Schools (3) Prerequisite:
Admission into the Teacher Education Program**

A study of the concepts, strategies, and materials that are related to teaching science at the secondary level. Attention is given to research findings related to teaching effectiveness and student achievement through the use of hands-on and problem-solving techniques.

**EDU 467 Teaching Writing and Related Language Arts (3) Prerequisite:
Admission into the Teacher Education Program**

Designed to prepare secondary teachers in the methods of teaching, writing, usage, and dialect. A seminar course reviews the philosophy, theory and practices as they relate to the strategies of teaching writing at the secondary level.

EDU 470 Teaching Reading in the Content Areas (3)

This course is a study of methods and materials for teaching reading in the secondary school, with an emphasis on the effective use of written materials for content area instruction. This course is designed to develop and enhance critical thinking and problem solving skills.

EDU 472 Assessment in Special Education (3)

An examination of procedures and instruments used in educational and psychological assessment. A laboratory approach will involve candidates in the utilization of norm referenced and criterion referenced instruments, as well as application of assessment information in educational decision-making. Study will also be given to the referral process, communication with parents, legal and ethical considerations, and report writing.

**EDU 477 Teaching Reading in the Elementary Schools (3) Prerequisite:
Admission into the Teacher Education Program**

Emphasizes analytic competencies, application of critical-thinking and assessment skills to the extensive literature dealing with the teaching of reading. Diagnostic and corrective measures are also examined.

EDU 499 Student Teaching (12) Prerequisite: Teacher Education Program Admission

A full twelve-week practicum in a classroom setting appropriate to the student-teacher's program of study under the supervision of a qualified classroom teacher and a University Supervisor. The practicum provides opportunities for integration of subject matter in a classroom teaching experience; it prepares students personally and professionally to assume their roles as classroom teachers.

STUDENT LIFE

The James E. Cheek Learning Resources Center

The James E. Cheek Learning Resources Center, built in 1969, houses the University radio station, WSHA-FM, and a book collection of over 126,000 volumes. The library has branches located in the Talbert O. Shaw (TOS) Living/Learning Center, and the Shaw University Divinity School.

The James E. Cheek Learning Resources Center carries approximately 600 video titles, and has a collection of 127,000 units of serials microfiche. The Curriculum and Materials Center located in the TOS building houses over 6,800 volumes of professional, reference, text and general books. The Center also has a collection of over 500 non-book materials. The Shaw University Divinity School Library has a collection of 12,062 volumes on religion, ethics, and philosophy.

The James E. Cheek Learning Resources Center and its branches provide the latest in research technology. Included are the Internet, the World Wide Web, and academic research databases such as JSTOR, SIRS, Searchbank, Literature Online, and Newsbank. The library is a subscriber to NC LIVE, the statewide electronic information system spearheaded by the State Library of North Carolina. This project was developed by the state to provide online research information by using libraries as gateways to remote resources. Through NC LIVE, the James E. Cheek Learning Resources Center and its branches provide access to periodical databases, such as EBSCO and UMI/Proquest and other resources.

Special collections of the library include the John Wilson Fleming African American Collection and microfilm of excerpts from the Schomburg Center for Research in Black Culture. The library's two objectives are the provision of books, periodicals, and media material that support the academic program and the provision of general reading materials.

The Library exists specifically for the students' use and every student is encouraged to become acquainted with its holdings and procedures.

Library Hours

Monday – Thursday	8:00 a.m. - 11:00 p.m.
Friday	8:00 a.m. - 6:00 p.m.
Saturday	10:00 a.m. - 7:00 p.m.
Sunday	3:00 p.m. - 11:00 p.m.
Closed Holidays	

Curriculum & Materials Center

Monday – Friday	8:00 a.m. - 5:00 p.m.
Closed Weekends and Holidays	

RELIGIOUS LIFE

Shaw University is committed to its tradition as a Christian institution. It promotes interaction with all faiths and respects the diversity of religions among members of the Shaw family.

Under the leadership of the Dean of the Chapel, the University seeks to promote its motto: “Pro Christo et Humanitate” (For Christ and Humanity), offering its students the opportunity to grow spiritually and to develop the desire to serve mankind.

VESPERS services are conducted each Sunday evening in the University Chapel at 6:00 p.m. Vespers at Shaw is a program designed to expose participants to messages by outstanding community leaders. Attendance is mandatory for all freshmen and strongly encouraged for the entire University Community.

RESIDENCE LIFE

The residence halls afford all students the opportunity to interact with others from varied backgrounds and so to broaden their own experiences.

Students occupying the residence halls are expected to abide by all the regulations and policies established by the institution. Occupancy of spaces in the residence does not constitute ownership, but it carries with it respect for University property and respect for the rights of others.

All students must declare their housing preference as “on campus” or “off campus” at the beginning of the registration process. Official permission for residence in the dormitory cannot be granted until registration is completed. Students who are temporarily assigned to rooms who do not complete registration within the prescribed time must vacate the facility, and will then be charged for the period of occupancy.

Shaw University housing staff consists of a Director, Residence Counselors, and Resident Assistants. The staff is under the direction of the Assistant Vice President for Student Affairs and is responsible for the design and implementation of a program of activities that enhances the personal growth of each resident. All rooms have telephone capabilities and are air-conditioned.

Security in Residence Halls

All doors in the residence halls are equipped with alarm systems for the safety and security of the occupants. Students are required to use the front door at all times. Any student who places the lives or safety of others in jeopardy by admitting unauthorized persons through any exit or by manipulating doors so that such persons may gain entrance will be dismissed from the University.

DISCIPLINARY POLICY*

Dismissal

The university reserves the right to dismiss any student who violates or disregards policies and regulations to the extent that the integrity of the institution is compromised. The University may suspend or exclude at any time any student whose academic standing or conduct is regarded by Shaw University as undesirable or unacceptable. The use, possession, distribution, and sale of narcotics and drugs in any form other than by proper prescription, as well as drug paraphernalia, are strictly prohibited on the campuses of Shaw University, on University-owned property, and at University-sponsored events. Students caught with drugs, alcohol, or firearms will be dismissed.

Suspension

A student may be suspended from the institution for a specified time when, in the judgment of its administrators, a violation occurs that is serious enough to warrant such suspension.

Probation

A student who violates policy or regulations may be placed on probation depending on the nature of the offense. Probation has stated time period. The student may be prohibited from participating in any social activity during the period specified. *See also the *Student Handbook*.

OFFICE OF CAREER DEVELOPMENT

The Office of Career Development (OCD), acting on its slogan, “Career Planning: Guarantee for a Successful Future,” focuses on assisting students as they plan and develop their career direction. Students are encouraged to explore their options through the use of a variety of services, including career counseling, resume and cover letter critiques, and access to a library of publications on careers. The premier activities sponsored by this office are Career Day, Graduate School Day, the Career Development Task Force, and Career Development Workshops. The OCD also organizes programs and events that educate students about job opportunities and graduate/professional schools. In addition to the career development focus, the office also provides information on current part-time, full-time, and professional job openings and internships.

COUNSELING CENTER

In keeping with the University’s mission, as well as with the mission of Student Affairs, the mission of the Counseling Center is to provide comprehensive and effective support services necessary for the Shaw student to complete his/her college education successfully, while acquiring maximum personal growth and development. In doing so, the Counseling Center is committed to assisting student development and personal growth through personal conferences; life skills training in self-awareness; self-actualization/self-empowerment; problem-solving skills; stress management; leadership skills; conflict resolution; and personal and vocational assessment. Activities on substance abuse education and prevention and HIV/AIDS/STD education and prevention are standard, initiated during Freshman Orientation and continued during each semester of the year. Group counseling/support groups in the areas of coping with loss, self-awareness and self-esteem, peer counselor training, and other areas are available on a small-group, class, and staff-development basis.

Upper-level students who have an interest in working with the Counseling Center are screened, interviewed, approved by the University, and trained as peer counselors/educators. These Student Development Counselors (SDCs) are assigned to small groups of freshmen in an effort to ensure their successful transition, adjustment, and performance. Tutoring, peer counseling, in the area of life skills, and peer education in the area of substance abuse and HIV/AIDS/STD prevention are the major responsibilities of the SDCs. They also extend their services to the University as requested, as well as to other students on campus and in the local community.

The BPI (Basic Personality Inventory) and the COPING Inventory are both administered by the Counseling Center for assistance with student growth and development and they are administered on a group or individual basis. The Tennessee Self Concept, and SDS (Self Directed Search), are also available. These instruments are for personal analysis that are used or administered on an individual basis.

A licensed psychologist is available on a referral basis by appointment for personal counseling beyond the scope of the expertise of the university's counselors.

STUDENT ORGANIZATIONS

STUDENT GOVERNMENT ASSOCIATION

The Student Government Association is the official representative body for students in all matters related to the common welfare and general interest of the students enrolled at the University, with provisions stated in the constitution of the Student Government Association.

HONOR SOCIETIES

Alpha Chi. This is a coeducational society whose purpose is to promote academic excellence and exemplary character among college and university students and to honor those achieving such distinction. Its name derives from the initial letters of the Greek words Aletheia and Charakter, meaning Truth and Character. An honor society, as opposed to a recognition, Alpha Chi predicates its membership upon accomplishment rather than mere interest or participation. A general honor society as contrasted with a specialized one, it admits to membership students from all academic disciplines rather than a single area of study.

Alpha Epsilon Rho. This is the National Honorary Broadcasting Society for outstanding students in the broadcasting industry. Shaw University's chapter, established in the fall 1975, emphasizes superior scholarship and creative participation in broadcasting production and activity. In this way, Alpha Epsilon Rho helps to prepare its members for future roles as responsible broadcasters.

Alpha Kappa Mu Honor Society. The Alpha Omicron Chapter of Alpha Kappa Mu is located at Shaw University. This honor society has chapters in many outstanding colleges and universities. The purpose of the society is to promote high scholarship, to encourage sincere and zealous endeavor in all fields of knowledge and services, and to cultivate a higher order of scholarly work and endeavor in others.

Beta Kappa Chi Honor Society. A chapter of the National Science Honor Society functions under the guidance of the Department of Natural and Physical Sciences. Membership is based upon scholastic achievement in the physical and natural sciences.

NATIONAL GREEK LETTER FRATERNITIES AND SORORITIES

The University recognizes eight national groups which are a part of the National Pan-Hellenic Council: Alpha Phi Alpha Fraternity, Inc., Kappa Alpha Psi Fraternity, Inc., Phi Beta Sigma, Inc., Omega Psi Phi Fraternity, Inc., Alpha Kappa Alpha Sorority, Inc., Delta Sigma Theta Sorority, Inc., Sigma Gamma Rho Sorority, Inc., and Zeta Phi Beta Sorority, Inc. These organizations have been approved to function at the University with the understanding that the University has the right to suspend any or all of them for failing to comply with the University's guidelines for these organizations. The advisors for the organizations must be those officially recognized as graduate advisors, and the University requires written verification. Faculty advisors, who serve with the Graduate Advisor, must be approved by the University. The Graduate Advisor, however, is the official contact person and the person with whom the University deals officially. The Assistant Vice President for Student Affairs and the Director of Greek Life has direct responsibility for matters related to fraternities and sororities.

The University respects the rights of these organizations with regard to membership selection as long as they adhere to the following minimum academic requirements established by the University:

1. students seeking membership must meet the 2.5 minimum cumulative grade point average;
2. students must have been enrolled at the university for two consecutive semesters prior to application for membership (Summer Session excluded);
3. students cannot apply for membership if on social conduct probation;
4. students must have no “Incompletes” (“I’s”) on their academic transcript; and
5. students must have completed vesper requirements.

The University does not allow any pledging or initiation activities on the part of these organizations. In addition, the University prohibits hazing of any type and will suspend any group not abiding by the rules and policies of the University.

The membership of these organizations must recognize and appreciate the privilege to function on the campus and be aware that all regulations governing student organizations apply, with the exception of those duly noted.

UNIVERSITY TRADITIONS

UNIVERSITY CONVOCATIONS The University conducts at least four major assemblies during the school year. All members of the University community are expected to attend these formal gatherings. All are mandatory for freshmen, first year students and seniors matriculating in the Raleigh-Durham area.

- a. Fall Convocation recognizes the official opening of the academic year. The University President normally speaks at this occasion.
- b. Founder's Day Convocation celebrates the founding of the University.
- c. Honors Convocation recognizes and pays tribute to those persons who have excelled in curricular and extracurricular activities.
- d. Spring Convocation affords the University an opportunity to celebrate the second part of the school year.

HOMECOMING - Homecoming is a festive occasion in which the entire campus becomes involved. It is a time when alumni of Shaw University return to the University to renew old acquaintances and enjoy the festivities of the week. Among the major attractions are the Crowning of Miss Homecoming, the Homecoming Concert, a parade, the traditional basketball game, and a fraternity and sorority "step show."

FOUNDER'S DAY - Shaw University was founded in 1865. This founding is celebrated annually with a Founder's Day Convocation. The speakers chosen for this occasion are persons who have made significant contributions to society.

CORONATION OF MISS SHAW - The Coronation of Miss Shaw University is characterized by an atmosphere of royalty, splendor, and campus unity.

RELIGIOUS EMPHASIS WEEK - Religious Emphasis Week is a period when the University emphasizes the importance of religion in the growth and development of the human personality. During this week, celebrated clergy and lay persons are invited to campus to participate in interdenominational activities.

ATHLETIC BANQUET - The Athletic Banquet is an affair that honors outstanding athletes at the University, and special tributes are made during the Spring Semester.

CULTURAL AND SPIRITUAL ENRICHMENT SEMINAR (CASES) CASES at Shaw is a program designed to expose participants to messages by outstanding community leaders. Attendance is mandatory for all freshmen and strongly encouraged for the entire University Community.

SERVICE AWARDS - Service Awards are presented to members of the campus community in a special program. This is done in appreciation of meritorious and outstanding service beyond the normal or expected call of duty.

SENIOR RECEPTION - Senior Reception is an annual event for graduating seniors and is hosted by the President of the Senior Class. Graduating seniors and their parents/guardians and friends join the campus community in a special night of celebration, with expressions of appreciation from the seniors to all who have contributed to their success.

COMMENCEMENT – students are not allowed to participate in the commencement exercises unless they have been cleared for graduation.

HEALTH SERVICES - Assessment and treatment of minor illness and injury are provided for students on an outpatient basis Monday thru Friday from 8:00 a.m. to 9:00 p.m. by qualified personnel in the Student Health Center. Referrals are given for specialized consultation off campus for students with other health problems. The Health Center is located on the first floor of the Men's Residence, which is easily accessible to both on- and off-campus students.

CAMPUS SECURITY/PUBLIC SAFETY - The Department of Public Safety is primarily responsible for the maintenance of a collegial and orderly atmosphere on the campus and is concerned with the safety of the members of the Shaw family.

AUTOMOBILES AND CAMPUS PARKING - Only on-campus residents are permitted to park in the parking areas adjacent to the residence halls. Cars belonging to residents must be registered with the Office of Student Affairs and Public Safety. If the parking lots are full, visitors are not permitted to drive their vehicles on campus.

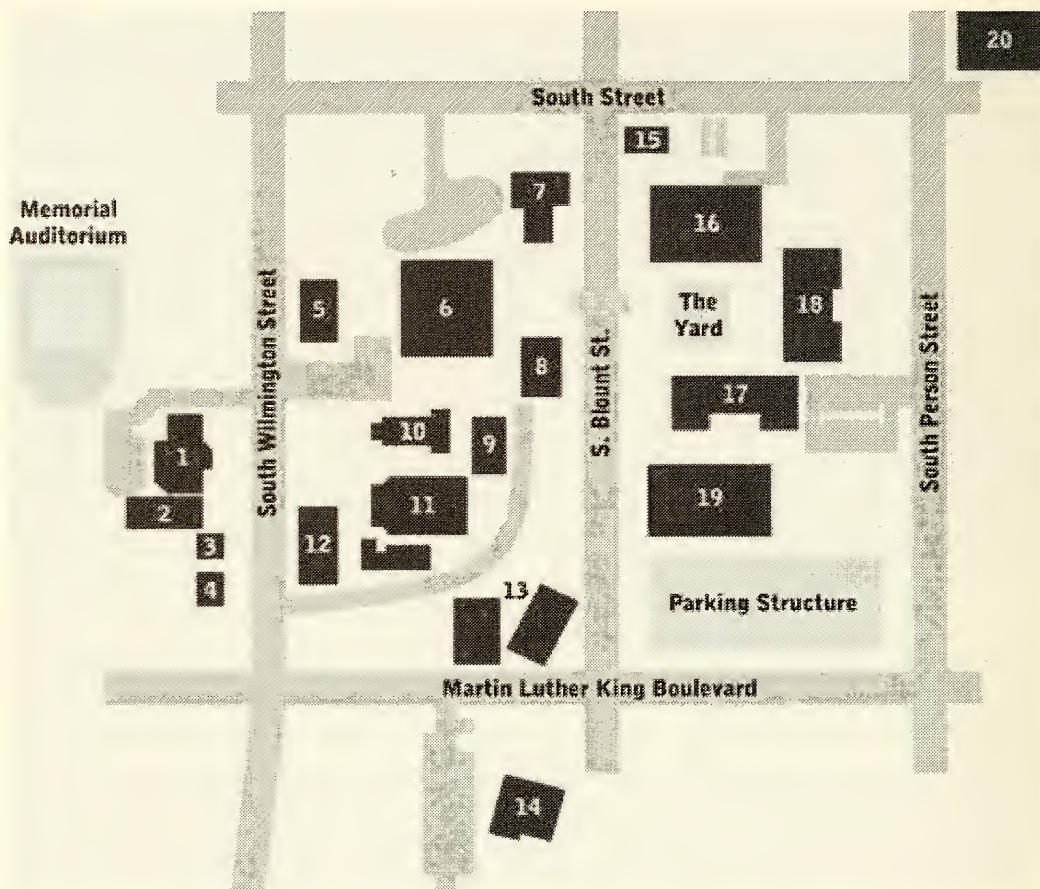
SHAW UNIVERSITY CODE OF CONDUCT - The personal conduct of a University student is subject to the moral and legal restraints found in any law-abiding community. The code of conduct is a positive force outlining the responsibility of each member of the Shaw community to uphold the standards and policies of the University plus all other guidelines that pertain to good order and human decency.

The Shaw University Code of Conduct is as follows:

I count it an honor to have been accepted as a member of the Shaw University Family by virtue of my status as a student, employee, alumnus, supporter, or friend. I covenant, therefore, to conduct myself and my activities in such a way as to reflect credit upon myself, my faith community, my sponsor(s) but most especially upon my Alma Mater. Accordingly, I agree:

1. To hold in trust the traditions, practices, and laws that govern this historic University.
2. To respect all property, discouraging vandalism and thefts of any and all things that do not belong to me. Most especially, to respect myself, exhibiting the values, morals, discipline, and cultural matrix upon which Shaw University was founded.
3. To always be accountable for my personal, social and professional conduct.
4. To celebrate diversity. I recognize and therefore affirm the dignity and worth of others who live, work or study in this academic community.
5. To discourage any behavior within myself or among my peers that would jeopardize the integrity or the reputation of this University. I will accordingly report any and all violations to the appropriate authority.
6. To foster an open and caring environment.

SHAW UNIVERSITY MAP – RALEIGH CAMPUS



1. Tyler Hall
2. Leonard Hall
3. Practice Cottage
4. Duplex Building
5. Nickolas F. Roberts Science Hall
6. James E. Cheek Learning Resources Center
7. Estey Hall
8. George C. Debnam Hall
9. Faculty Offices
10. Thomas J. Boyd Chapel
11. Spaulding Gymnasium

12. Tupper Hall
 13. Classrooms
 14. International Studies Building
 15. Drama Building
 16. Willie E. Gary Student Center
 17. Main Men's Residence
 18. Main Women's Residence
 19. Performing Arts Center*
 20. Talbert O. Shaw Living & Learning Center
- *Proposed*

COLLEGE OF ARTS AND SCIENCES

Department of Humanities

Major in English*

Major in Liberal Studies

Minor in:

Arabic

African-American Studies

French

History

Spanish

Department of Mass Communications

Major in Mass Communications with concentrations in:

Production

Journalism

Department of Natural Sciences and Mathematics

Major in Biology*

Major in Chemistry*

Major in Environmental Science*

Major in Mathematics

Major in Physics*

Department of Religion and Philosophy

Major in Religion and Philosophy*

Associate of Arts in Religious Studies

Department of Social Sciences

Major in Africana Studies

Major in International Relations

Major in Political Science

Major in Psychology

Major in Sociology

Concentration: Criminal Justice

Concentration: Gerontology

Major in Social Work

Department of Visual and Performing Arts

Major in Visual and Performing Arts with concentrations in:

Music*

Theatre Arts*

Minor in:

Art

COLLEGE OF GRADUATE AND PROFESSIONAL STUDIES

Department of Allied Health Professions

Major in Adapted Physical Education: Athletic Training
Major in Adapted Physical Education: Kinesiotherapy
Major in Recreation*
Major in Speech Pathology and Audiology*
Major in Therapeutic Recreation

Department of Business and Public Administration

Major in Business Administration with concentrations in:
Accounting*
Management*
Major in Public Administration*

Department of Education

Major in Biology Education
Major in Birth-Kindergarten Education
Major in Elementary Education
Major in Mathematics Education
Major in Social Studies Education
Major in Special Education: Mentally Disabled

Department of Computer and Information Sciences

Major in Computer Information Systems
Major in Computer Science

PERSONNEL

SHAW BOARD OF TRUSTEES

Dr. Joseph N. Bell, Jr.
Dr. Thomas J. Boyd
Dr. Garrett Briggs
Dr. Priscilla A. Brodie
Dr. Geneva B. Chavis
 (Secretary)
Bishop Melvin Clark
Dr. Calvin C. Craig
Mr. Thomas F. Darden
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Dr. Lewis M. Fetterman
Dr. David C. Forbes
Dr. John Fuller
Attorney Willie E. Gary
 (Chairman)
Dr. Thelma Goodrich
 (Assistant Secretary)
Dr. Arlee Griffin, Jr.
Mr. Nathaniel Hinton *(Student)*
Ms. Shirley Hinton
Dr. Evander Holyfield
Dr. Isaac Horton
Dr. Clifford A. Jones, Sr.
Dr. Don King
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Dr. Archie Logan
Dr. John H. Lucas
The Honorable Vernon Malone
 (Vice Chairman)
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Dr. Dimple M. Newsome
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Gen. (Ret.) G. L. Turner
Attorney David Walker
Dr. Ida Wiggins
Attorney Lorenzo Williams

OFFICE OF THE PRESIDENT

Talbert O. Shaw, PhD
President
Ernest L. Pickens, EdD
Executive Vice President
Lillie Boyd, PhD
Special Assistant to the President
for Strategic Planning, Institutional Research
and Effectiveness
Mack Sowell, B.A.
Assistant Vice President for
Operations
Marilyn J. Fields, B.A.
Administrative Assistant
Alfonza Carter, M.S.
Athletics Director
Hyacinth Reece-Headley, M.S.
Human Resources Director
Brian Cumberbatch, B.S.
Director of Institutional Research
AREA OF ACADEMIC AFFAIRS
Patricia Pierce Ramsey, PhD
Vice President for Academic Affairs
Emeka Emekauwa, PhD
Assistant Vice President for Academic Affairs
and Director of CAPE
Gene Page, M.S. & M.A.
Director of Records and Registration

Regina Chukwu, M.Ed

Assistant Director of Records
and Registration/VA Coordinator

Paul Vandergrift, III, M.S.

Director of Admissions and Recruitment

Sheila Bourne, MLS

Director of the Learning Resources Center

Willie Catherine High, M.A.

Director of the Academic
Assessment and Achievement Center

Kimberly Whitehead, PhD

Director of the Honors Program

Daniel Howard, PhD

Director of Sponsored Programs

AREA OF FISCAL AFFAIRS**Melanchthon Crosse, M.A.**

Vice President for Fiscal Affairs

Peta-Gaye Shaw, B.A.

Comptroller

Shirley H. Fennell, AAB

Bursar

AREA OF RELIGIOUS LIFE**Quincy Scott, Jr., D.Min.**

Dean of the Chapel

Loretta Campbell

Coordinator for Freshman Studies

AREA OF STUDENT AFFAIRS**Vaughan C. Witten, PhD**

Vice President for Student Affairs

Dave Howard, B.S.

Assistant Vice President for
Student Affairs

Reginald Lowery, MEd

Director, University Counseling Center

Carlton Goode, B.S.

Director of Student Activities

James Ivy, MTh

Director, Main Men's Residence

Ronald Bishop, M.S.

Director, Men's Residence --
TOSLLC

Ellen L. Pinckney

Director, Newsom Women's Residence

Agnes Baxter, B.S.

Director, Women's Residence --
TOSLLC

George Debnam, M.D.

University Physician

Carolyn Parks, RN

Director, Health Center

Juanda Holley, MA

Counselor, Counseling Center

Kenneth Bailey, MA

Counselor, Career Development

AREA OF INSTITUTIONAL ADVANCEMENT

Cleon Thompson, PhD

Interim Vice President for Institutional
Advancement

Reekitta Grimes, M.A.

Director, Alumni Relations and Planned Giving

Regina Boone, M.A.

Director, Development and Public Relations

Eric Ingram, B.A.

Director, Financial Aid

Andre Richardson, B.A.

Assistant to VP for Institutional Advancement for
Special Projects

FACULTY

DEPARTMENTS OF INSTRUCTION

Allied Health Professions

Barnhill, Nicole

(1996); MEd, East Carolina University; Instructor
of Recreation

Edwards, Bennett

(1995); PhD, University of Toledo; Associate
Professor of Kinesiotherapy and Athletic
Training

Faulcon, Gaddis

(1998); EdD, North Carolina State University;
Assistant Professor of Recreation and
Therapeutic Recreation

Isaacs, Gale

(1986-1987; 1993); PhD, University of North
Carolina-Chapel Hill; Chair and Professor of
Speech Pathology and Audiology

Marriott, Timothy

(1997); MS, North Carolina Central University;
Instructor of Recreation & Athletic Training

McCallum, James

(1993); MEd, University of Georgia; Assistant
Professor of Audiology

Palmer, Joseph

(1988); M. Sport Science, United States Sports
Academy; Instructor of Adapted Physical
Education, Kinesiotherapy and Athletic Training

Powe, Darryl

(1998); MS, University of North Carolina at
Chapel Hill; Clinical Instructor of Speech
Pathology

Sanders, Bobby

(1979); MS, North Carolina Central University;
Instructor of Recreation

Business and Public Administration

Akagha, Fidelis

(2000); PhD, University of New Mexico;
Associate Professor of Business and Public
Administration

Alaribe, Raymond O.

(1991); PhD, University of Texas at Dallas;
Assistant Professor of Public Administration

Brown, Cassandra F.

(2001); MPA, Howard University, Director of Durham CAPE

Bugg, Bernard F.

(1988); MBA, Duke University; Assistant Professor of Accounting

Eluka, Johnny

(2000); PhD, United States International University; Associate Professor of Public Administration

Harrison, Lemuel B.

(1997); MBA, Wake Forest University; Instructor of Business

Kalu, Mma Aura

(1983); PhD, Virginia Polytechnic Institute; Department Chair and Associate Professor of Public Administration

Mitchell, Kenneth

(2001); PhD, Webster University; Assistant Professor of Business Management

Computer and Information Sciences

Johnson, Walter

(2001); PhD, South Eastern University; Department Chair and Assistant Professor

Nebolisa, Anozie

(2002); MS, East Texas University; Associate Professor

Ramcharam, Harold

(2002); MS; City University of New York, Instructor

Zhang, Chen

(2002); MS; North Carolina State University, Instructor

Education

Bailey, Ida

(2000); EdD, South Carolina State University; Assistant Professor of Education

Barrax, Joan

(1970, 2002); PhD, University of North Carolina-Chapel Hill; Dean of the College of Graduate and Professional Studies, Department Chair and Professor of Education

Fapojuwo, Mercy

(1998); PhD, Colorado State University; Assistant Professor of Education

Finch, Quentine

(1997); PhD, Ohio State University; Associate Professor of Education

Jerman, Deloris

(2001); EdD, University of North Carolina; Assistant Dean of College of Graduate and Professional Studies and Assistant Professor of Education

Muhammad, Amin

(2000); EdD, Texas Southern University; Assistant Professor of Education

Nwosu, Patricia

(1990); MA, North Carolina Central University; Assistant Professor of English Education

Richardson, Joyce

(2000); Ed.S., East Carolina University; Assistant Professor of Education

Sesay, Allyson

(1996); PhD, University of Illinois; Associate Professor of Education

Ugwuoke, Simon

(1992); PhD, The University of Iowa; Assistant Professor of Mathematics Education

Humanities

Abbott, April

(1992); MA, East Carolina University; Instructor of English

Baloubi, Desire

(2001); PhD, Ball State University; Assistant Professor of English

Blair, Lisa M.

(1993); PhD, Florida State University; Assistant Professor of English

Brown, Anthony J.

(1996); MA, North Carolina A&T State University; Instructor of English

Byrne, Elizabeth

(1999); PhD, University of California at Santa Barbara; Assistant Professor of English

Chandler, Harish

(1983); PhD, Miami University; Associate Professor of English

Fullwood, Kendra

(1994); MA, University of Akron; Instructor of English

Hervie, Nakotey

(1999); MA; North Carolina Central University; Instructor of English

Jackson, Rachida

(1996) PhD; Université de Sorbonne III; Assistant Professor of English

Moody-Freeman, Julie

(1997); PHD, University of Illinois at Chicago; Assistant Professor of English

Nwosu, Patricia

(1990); MA, North Carolina Central University; Assistant Professor of English

Talhami, Nicola Y.

(1989); MA, University of Illinois; Assistant Professor of English and Foreign Languages

Tita, Charles A.

(1993); PhD, Howard University; Assistant Dean of College of Arts and Sciences; Department Chair and Associate Professor of English

Weil, Eric A.

(1993); PhD, University of North Carolina at Greensboro; Assistant Professor of English

Mass Communications

Akuniwafor, Josephine

(2002); MA; Morehead University; Instructor of Mass Communication

Emekauwa, Emeka E.

(1987); PhD; University of Wisconsin-Madison; Professor of Mass Communications

Vogt, Randall L.

(1993); PhD, University of Wisconsin-Madison; Department Chair and Associate Professor of Mass Communications

Natural Sciences and Mathematics

Banks, Deogratias

(1995); PhD, North Carolina State University; Assistant Professor of Biology

Baskerville, Eugene

(1984); PhD, University of North Carolina at Chapel Hill; Associate Professor Biology

Bing, Darryl

(2001); PhD, The State University of New York; Assistant Professor of Biochemistry

Childress, Conduff G., Jr.

(1992); PhD, University of South Carolina;
Assistant Professor of Mathematics

Clayton, McLouis

(1966); PhD, North Carolina State University;
Professor of Mathematics

Cummings, Lillian

(1984); PhD, Cornell University; Assistant
Professor of Chemistry

Ejire, Ademola L.

(1990); PhD, North Carolina State University;
Associate Professor of Biology

Highsmith, Maxine T.

(1988); PhD, North Carolina State University;
Assistant Professor of Biology

Howard, Daniel

(1997); PhD, Vanderbilt University; Associate
Professor of Environmental Science

Nelson, James

(1999); PhD, University of Alabama; Professor of
Mathematics

Newell, John T.

(1979); PhD, Northwestern University; Associate
Professor of Biology

Nimmo, James

(2000); PhD, American University; Assistant
Professor of Physics

Njue, Christopher

(2002); PhD; University of Connecticut;
Assistant Professor

Satagopan, Kunnnavkkam P.

(1986); PhD, Tulane University Department
Chair and Associate Professor of Mathematics

Shin, Do Yeong

(1984); MS, Colorado State University; Assistant
Professor of Mathematics

Stevenson-Seib, Sheryl

(1993); MS, Bowling Green State University;
Instructor of Biology

Ugwuoke, Simon

(1992); PhD, The University of Iowa; Assistant
Professor of Mathematics

Williams, Elvira

(2000); PhD, Howard University; Dean of
College of Arts and Sciences, Department Chair
and Professor of Physics

Religion and Philosophy

Bryant, Joseph A.

(2000); D.Min, Emory University, Director of
High Point CAPE

Eleogu, Maxwell

(1998); M.A., Duke University; Instructor of
Religion and Philosophy

Kirkley, James F.

(1993); PhD, Duke University, Assistant
Professor of Religion and Ethics

Mundia, Wilberforce

(1996); ThD, Boston University, Assistant
Professor of Religion and Philosophy

Pandelis, Joyce J.

(1993); PhD, DePaul University, Assistant
Professor of Philosophy and Ethics

Thurston, William A.

(1994); PhD, Emory University, Department
Chair and Associate Professor

Wilson, Paul E.

(1989); PhD, Tennessee University, Assistant
Professor of Religion Philosophy

Social Sciences

Al-Taie, Ali

(1989); PhD, University of Oklahoma;
Department Chair and Associate Professor of
Sociology

Bland, William

(2000); PhD, North Carolina State University;
Associate Professor of Sociology

Bunch, Carol D.

(2000); PhD, University of Kentucky; Assistant
Professor of Psychology

Imade, Lucky Osagie

(1997); PhD, Clark Atlanta University; Assistant
Professor of International Relations

Lockett, Griffin D.

(2000); PhD, Catholic University of America;
Associate Professor of Social Work

Richardson, Joseph

(1982); PhD, Cornell University; Department
Chair and Associate Professor of Criminal Justice

Smith, Robert

(1999); M.A., University of Central Texas;
Instructor of Criminal Justice

Wortham, Carol B.

(1990); PhD, Emory University; Assistant
Professor of Social Science

Visual and Performing Arts

Abbington, James

(1998); D.M.A., University of Michigan,
Department Chair and Associate Professor Music

Brown, Charles

(1983); MA, North Carolina Central University;
Assistant Professor of Music

Cornwall, Lonieta T.

(1984); SMM, Union Theological Seminary;
Instructor of Music

Hatcher, George E.

(1971); MA, North Carolina Central University,
Assistant Professor of Music

Hinton, Kenneth

(1997); MA, University of California at Santa
Barbara; Assistant Professor of Theatre

Hunnicut, Bradley

(2000); PhD, University of Wisconsin at
Madison; Assistant Professor of Music

McMillian, Minnie

(1966); MFA, Catholic University of America;
Associate Professor of Art

Mirro Oberg, Julia

(2001); MFA, Virginia Commonwealth
University; Assistant Professor of Theatre Arts

Military Science

Bowser, Chris, SGT

(2002); Supply Sergeant

Burkhead, Mark, SFC

(2000); Operations/Training NCO/MSII
Instructor

Johnson, Darrell, Major

(2002); BS, South Carolina State University;
Executive Officer/APMS/MSII; Instructor

McQueen, Bobby, Major

(2000); BA, University of North Carolina at Wilmington; Assistant Professor of Military Science and Recruiting Operations Officer

Mejia, Urina

(2002); Administrative Assistant

Rainey, Charles, LTC

(2002); MA, Webster University; Battalion Commander/PMS/MSIV, Instructor

Williams, Albert, MSG

(2002); BA, Columbia University; Senior Enlisted Trainer/MS I, Instructor

CAPE Directors**Brown, Cassandra F.**

(1980); MA, Howard University, Director of Durham CAPE Center/Butner Correctional Institute

Bryant, Joseph A.

(2000); D.Min, Emory University, Director of High Point CAPE

Jones, John R

(1997); EdD, University of Missouri, Director of Ahoskie CAPE and Assistant Professor of Education

King, Joyce

(2002); MA, University of Missouri, Director of Kannapolis CAPE

Martin, Phyllis

(2000); MA, Erskine College; Director of Asheville CAPE

Offoha, Marcellina

(1997); PhD, Temple University, Director of Rocky Mount/Wilson CAPE and Greenville Site and Assistant Professor of Sociology

Onuorah, Nnamdi

(1985); MBA, Western Carolina University Director of Raleigh CAPE

Swinson, Calvin

(1972); MS, Military Officer Advanced School, Director of Fayetteville and Wilmington CAPE

SHAW UNIVERSITY 2002-2003 UNIVERSITY CALENDAR

FALL SEMESTER 2002

AUGUST

15	Thursday	Opening Conference/Faculty Report CAPE Directors Campus Meeting Orientation of New Employees College & Departmental Meetings
15-16	Thursday-Friday	Faculty Development Workshops
16	Friday	Residence Halls Open for New Students
16-20	Friday-Tuesday	New Students' Orientation
19	Monday	Residence Halls Open for Returning Students Late Registration – Returning Students Drop/Add Begins
21	Wednesday	Classes Begin-ALL STUDENTS

SEPTEMBER

2	Monday	Labor Day Holiday/Freshman Activity
3	Tuesday	Classes Resume
4	Wednesday	Add Ends/ Last Day to Drop Without Grade of W
13	Friday	Last Day to Withdraw from University and Receive a Partial Refund
19	Thursday	Fall Convocation

OCTOBER

1	Tuesday	Deadline for Application for Spring (May) Degree
6-8	Sunday-Tuesday	Bessie Boyd Holman Lecture
7-9	Monday-Wednesday	Mid-Semester Progress Conferences
11	Friday	Last Day to Withdraw from a Course
11-13	Friday-Sunday	Parents' Weekend
12	Saturday	Coronation of Miss Shaw University
21-24	Monday-Thursday	Academic Advisement/Spring Registration Begins

NOVEMBER

1	Friday	Spring Registration Ends
2-15	Saturday-Friday	Special Talbert O. Shaw Events
16-24	Saturday-Sunday	Homecoming Week
22	Friday	Founder's Day/Homecoming Convocation
28	Thursday	Thanksgiving Holiday Begins

DECEMBER

2	Monday	Classes Resume
3	Tuesday	Last Day of Classes & Last Day to Remove "I" from Spring
		Last Day to Withdraw From The University
4-9	Wednesday-Monday	Final Examination Period
8	Sunday	Talbert O. Shaw Concert
14	Saturday	Fall Graduation Exercise
14	Saturday	Residence/Dining Halls Closed

SPRING SEMESTER 2003

JANUARY

4	Saturday	Residence Halls Open for New Students
4-7	Saturday-Tuesday	New Students Orientation
5	Sunday	Residence Halls Open for Returning Students (RS)
6	Monday	Late Registration, Drop/Add Begins
6-7	Monday-Tuesday	Faculty Development Workshop
8	Wednesday	Classes Begin
15	Tuesday	Martin Luther King, Jr., Commemorative Service
18	Saturday	Add Ends/Last Day to Drop without Grade of "W"
20	Monday	Martin Luther King, Jr., Holiday

FEBRUARY

2-5	Sunday-Wednesday	Religious Emphasis Week
4	Tuesday	Last Day to Withdraw from University & Get Partial Refund

MARCH

12-14	Wednesday-Friday	Mid-Semester Progress Conferences
16	Sunday	Thomas J. Boyd Sunday
17	Monday	Last Day to Withdraw from a Course
17-19	Monday-Wednesday	Minister's Conference
19	Wednesday	Academic Advisement/Fall Semester Registration Begins
22-30	Friday-Sunday	Spring Break
31	Monday	Classes Resume

APRIL

1	Tuesday	Deadline for Application for Summer Degree
		Fall Registration Ends
7	Monday	Summer School Registration Begins
8	Tuesday	Faculty Appreciation Day
18-21	Friday-Monday	Easter Break
22	Tuesday	Classes Resume
24	Thursday	University Awards Day
30	Wednesday	Last Day of Classes
		Last Day to Remove Incompletes from Fall
		Last Day to Withdraw From the University

MAY

1-3	Thursday-Saturday	Senior Final Examinations/Underclassmen Reading Period
4	Sunday	Senior Appreciation Day
5-6	Monday-Tuesday	Final Clearance for Seniors
5-8	Monday-Friday	Final Examination Period for Non-Seniors
9	Friday	Baccalaureate
		End of Spring Semester
10	Saturday	Commencement
11	Sunday	Residence and Dining Halls Close

SUMMER SESSION 2003

MAY

13	Tuesday	Late Registration for Summer School Begins
14	Wednesday	Summer Classes Begin
20	Tuesday	End Late Registration for Summer School
26	Monday	Memorial Day Holiday

JUNE

21	Saturday	Church Leaders' Conference
25	Wednesday	Summer Classes End
26-27	Thursday-Friday	Final Examination Period
28	Saturday	Summer School Ends
29	Sunday	Residence Halls Close
30	Monday	Deadline for Application for Fall Degree

SHAW UNIVERSITY 2003-2004 UNIVERSITY CALENDAR

FALL SEMESTER 2003

AUGUST

15	Friday	Residence Halls Open for New Students
15	Friday	Residence Halls Open for Returning Students
15&18	Friday & Monday	Faculty/Staff School Opening
16-19	Saturday-Tuesday	New Student Orientation Registration
18-20	Monday-Wednesday	Late Registration/Fiscal Clearance/Returning Students
21	Thursday	Classes Begin

SEPTEMBER

1	Monday	Labor Day Holiday
2	Tuesday	Classes Resume
4	Thursday	Add Ends/Last Day to Drop Without Adding a Grade of "W"
18	Thursday	Fall Convocation
19	Friday	Last Day to Withdraw from University and Receive a Partial Refund

OCTOBER

1	Wednesday	Deadline for Application for Spring (May) Degree
5-7	Sunday-Tuesday	Bessie Boyd Holman Lecture Series on Ethics & Values
6-8	Monday-Wednesday	Mid Semester Progress Conferences
10	Friday	Last Day to Withdraw from a Course
10	Friday	Coronation of Miss Shaw University
10-12	Friday-Sunday	Parent's Weekend
13-17	Monday-Friday	Academic Advisement
18	Saturday	Spring Registration Begins
27-11/2	Monday-Sunday	Homecoming Week

NOVEMBER

27	Thursday	Thanksgiving Holiday
30	Sunday	Spring Registration Ends

DECEMBER

1	Monday	Classes Resume/Last Day of Classes/ Last Day Remove "I" for Spring/Last Day to Withdraw from University
2-5	Tuesday-Friday	Final Examinations
6	Saturday	Fall Graduation Exercise
6	Saturday	Residence Halls Closed

SPRING SEMESTER 2004

JANUARY

5-7	Monday-Wednesday	Residence Halls Open for New Students New Student Orientation
5	Monday	Residence Halls Open for Returning Students
5	Monday	Late Registration/Fiscal Clearance/Returning Students
5-6	Monday-Tuesday	Faculty/Staff School Opening
7	Wednesday	New Student Orientation Ends
8	Thursday	Classes Begin
14	Wednesday	Martin Luther King, Jr., Commemorative Service
19	Monday	Martin Luther King, Jr., Holiday
26	Monday	Add Ends/Last Day to Drop Without A Grade of "W"

FEBRUARY

1-4	Sunday-Wednesday	Religious Emphasis Week
10	Tuesday	Last Day to Withdraw from University and get Partial Refund

MARCH

10-12	Wednesday-Friday	Mid-Semester Progress Reports Due
14	Sunday	Thomas J. Boyd Sunday
15	Monday	Last Day to Withdraw From a Course
15-17	Monday-Wednesday	Minister's Conference
15	Monday	Academic Advisement/Fall Semester/Registration Begins
20-28	Saturday-Sunday	Spring Break
29	Monday	Classes Resume
30	Tuesday	Deadline for Application for Summer Degree/Fall Registration Ends

APRIL

5	Monday	Summer School Registration Begins
6	Tuesday	Faculty Appreciation Day
16-19	Friday-Monday	Easter Break
20	Tuesday	Classes Resume
22	Thursday	University Awards Day

29	Thursday	Last Day Classes/Last Day to Remove "I" for Fall/Last Day to Withdraw from University
30-5/1	Friday-Saturday	Senior Final Exams

MAY

1	Saturday	Reading Day
1-6	Saturday-Thursday	Final Examination Period for Non-Seniors
2	Sunday	Senior Appreciation Day
3-5	Monday-Wednesday	Final Clearance for Seniors
7	Friday	Baccalaureate
7	Friday	End of Spring Semester
8	Saturday	Commencement
8	Saturday	Residence Halls Close

SUMMER SESSION 2004

MAY

11	Tuesday	Late Registration for Summer School Begins
12	Wednesday	Summer Classes Begin
18	Tuesday	End Late Registration for Summer School
31	Monday	Memorial Day Holiday

JUNE

19	Saturday	Church Leader's Conference
23	Wednesday	Summer Classes End
24-25	Thursday-Friday	Final Examination Period
26	Saturday	Summer School Ends
26	Saturday	Residence Halls Close
30	Wednesday	Deadline for Application for Fall Degree

SHAW UNIVERSITY 2004-2005 UNIVERSITY CALENDAR

FALL SEMESTER 2004

AUGUST

13	Friday	Residence Halls Open for New Students
13-17	Friday-Tuesday	New Students Orientation Registration
16	Monday	Residence Halls Open for Returning Students
16-17	Monday-Tuesday	Faculty/Staff Opening of School Opening
16-18	Monday-Wednesday	Late Registration/Fiscal Clearance/Returning Students
19	Thursday	Classes Begin
22 -25	Sun., Mon., Tues., Wed.	Registration – Returning Students
30	Monday	Add Ends/Last Day to Drop Without Adding a Grade of “W”

SEPTEMBER

6	Monday	Labor Day Holiday
7	Tuesday	Classes Resume
23	Thursday	Fall Convocation
24	Friday	Last Day to Withdraw from University and Receive a Partial Refund

OCTOBER

1	Friday	Deadline for Application for Spring (May) Degree
3-5	Sunday-Tuesday	Bessie Boyd Holman Lecture Series on Ethics & Values
4-6	Monday-Wednesday	Mid-Semester Progress Report Due
8	Friday	Last Day to Withdraw from a Course
8	Friday	Coronation of Miss Shaw University
11-17	Monday-Sunday	Homecoming Week
15	Friday	Founder’s Day/Convocation
25-29	Monday-Friday	Academic Advisement
30	Saturday	Registration for Spring Semester

NOVEMBER

5	Friday	Spring Registration Ends
25-28	Thursday-Sunday	Thanksgiving Holiday
29	Monday	Classes Resume
30-12/3	Tuesday-Friday	Last Day of Classes/Final Exams/Last Day to Remove Incompletes

DECEMBER

3	Friday	Last Day of Exams
4	Saturday	Graduation Exercise
4	Saturday	Fall Semester Ends
4	Saturday	Residence Halls Closed

SPRING SEMESTER 2005

JANUARY

6-7	Thursday-Friday	Faculty/Staff School Opening
8	Saturday	Residence Halls Open for New Students
8-11	Saturday-Tuesday	New Student Orientation
9	Sunday	Residence Halls Open for Returning Students
10-12	Monday-Wednesday	Late Registration/Fiscal Clearance/Returning Students
13	Thursday	Classes Begin
13	Thursday	Martin Luther King, Jr., Commemorative Service
17	Monday	Martin Luther King, Jr., Holiday
24	Monday	Add Ends/Last Day to Drop without Grade of "W"

FEBRUARY

6-9	Sunday-Wednesday	Religious Emphasis Week
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MARCH

8	Tuesday	Mid-Semester Progress Reports Due
		Academic Advisement
10	Thursday	Academic Advisement/Registration for Fall Begins
11	Friday	Last Day to Withdraw from a Course
		Registration for Fall Semester 2005
14-16	Monday-Wednesday	Minister's Conference
25-28	Friday-Monday	Easter Break
25, 4/3	Friday-Sunday	Spring Break

APRIL

4	Monday	Classes Resume
4	Monday	Application Period for Summer Graduation
19	Tuesday	University Awards Day

MAY

6	Friday	Last Day of Classes/Last Day to Remove Fall Semester Incompletes
6-7	Friday-Saturday	Last Day of Final Exams for Prospective Graduates
7-11	Saturday-Wednesday	Final Examinations non Graduates
8	Sunday	Senior Appreciation Day
11	Wednesday	End of Semester
13	Friday	Baccalaureate
14	Saturday	Commencement
14	Saturday	Residence and Dining Halls Closed

SUMMER SESSION 2005

MAY

17	Tuesday	Late Registration/Fiscal Clearance
18	Wednesday	Summer School Begins
25	Wednesday	Add/Drop Ends
30	Monday	Memorial Day Holiday

JUNE

25	Saturday	Church Leader's Conference
28-29	Tuesday-Wednesday	Final Examination Period
30	Thursday	Deadline for Application for Fall Degree/End of Summer School



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